kajin ṃajeḷ

Marshallese

Language Guide

July 2015
Marshallese 1.2
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Marshallese
Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

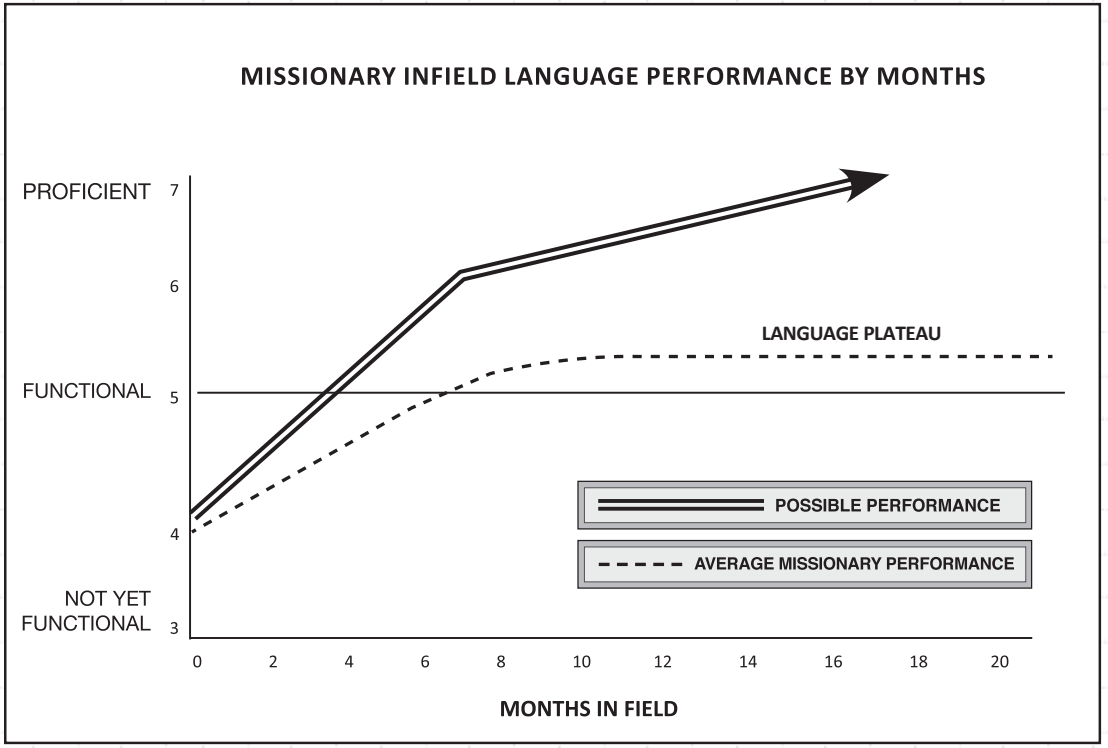
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



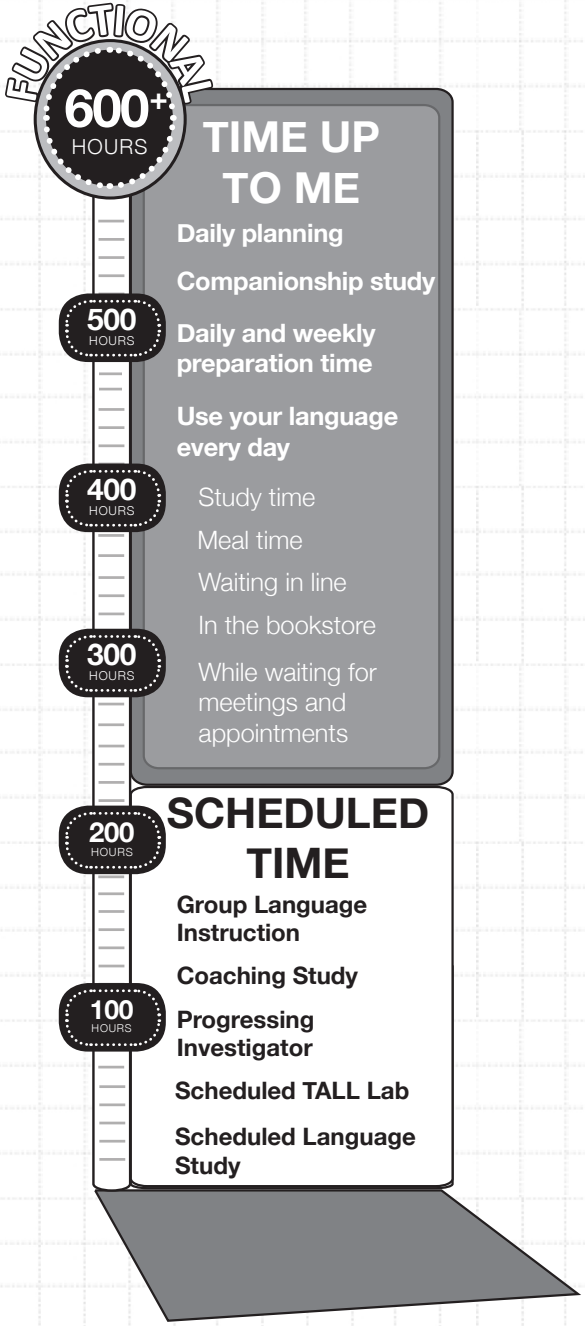
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

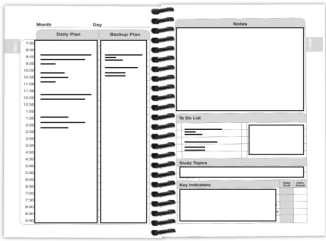
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [what]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

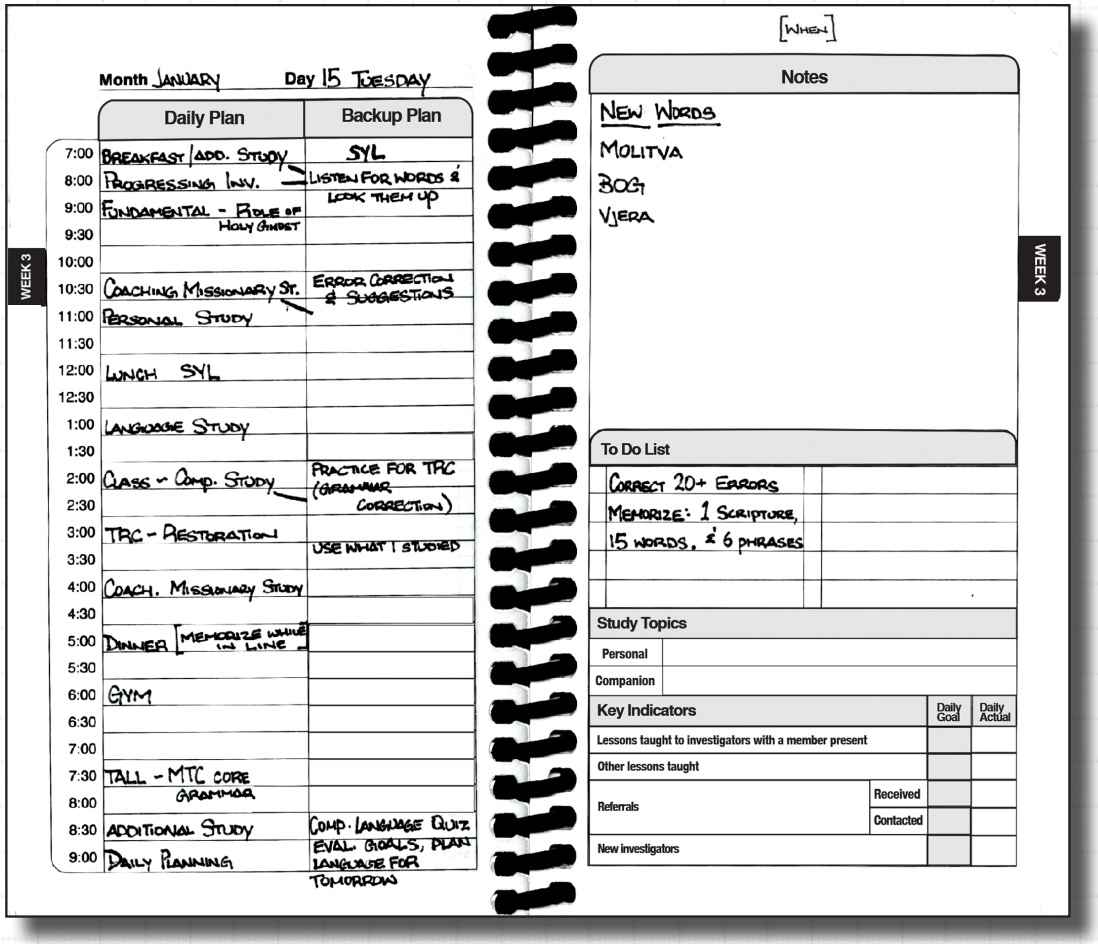
Study Plans: [how]

- Use every moment well
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [why]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?



EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend, "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

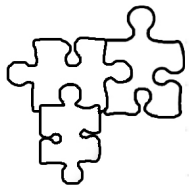
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.



STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.

STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

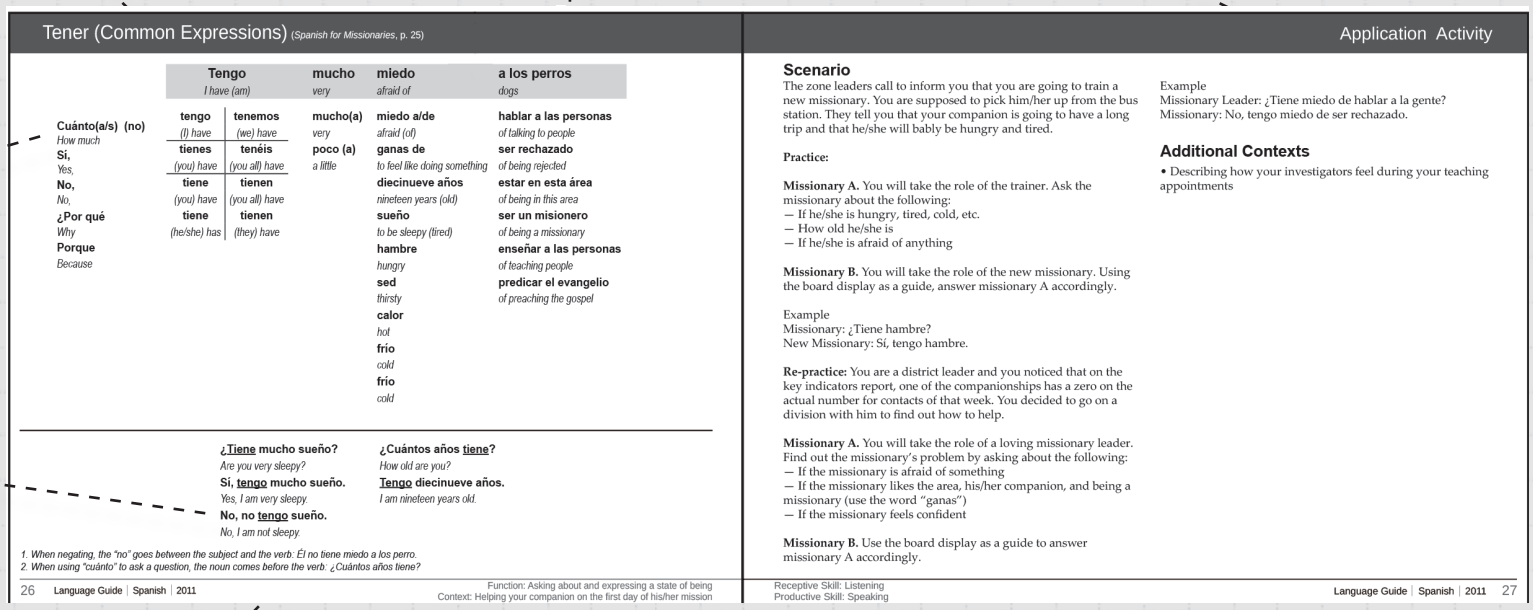
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	**tenemos** *(we) have*	**mucho(a)** *very*	**miedo a/de** *afraid (of)*	**hablar a las personas** *of talking to people*
tienes *(you) have*	**tenéis** *(you all) have*	**poco (a)** *a little*	**ganas de** *to feel like doing something*	**ser rechazado** *of being rejected*
tiene *(you) have*	**tienen** *(you all) have*		**diecinueve años** *nineteen years (old)*	**estar en esta área** *of being in this area*
tiene *(he/she) has*	**tienen** *(they) have*		**sueño** *to be sleepy (tired)*	**ser un misionero** *of being a missionary*
			hambre *hungry*	**enseñar a las personas** *of teaching people*
			sed *thirsty*	**predicar el evangelio** *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

The function best describes how the grammar principle is actually used in communication.

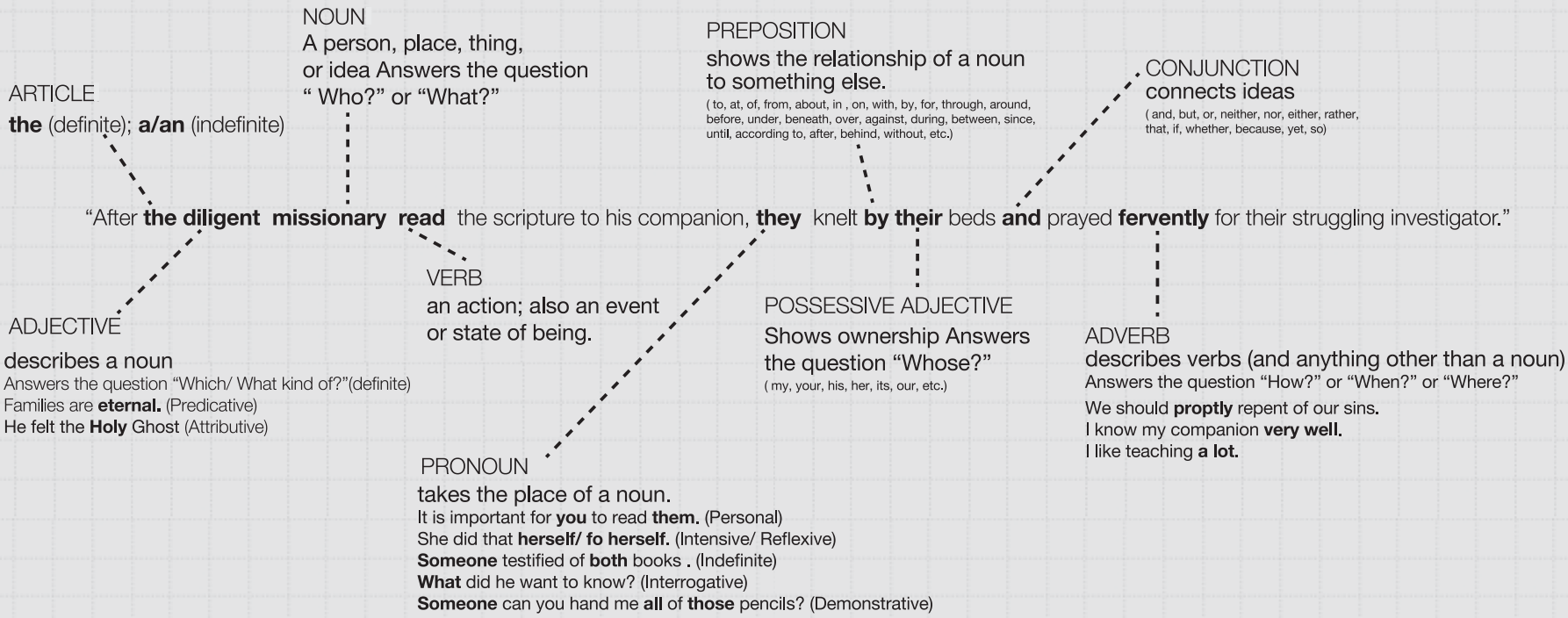
The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.

ENGLISH GRAMMAR TERMS


ARTICLE
the (definite); **a/an** (indefinite)
NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well**.
I like teaching **a lot**.
PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Alphabet		
Letter	**English Approximation & Pronunciation[1]**	**Examples**
A	a, as in "f<u>a</u>ther" and "st<u>a</u>r"	**ak, bat, ta**
Ā	halfway between "p<u>e</u>t" and "p<u>a</u>t", sometimes "l<u>a</u>st"	**āne, āt, mā**
B	b, similar to p when at the ends of words	**ba, baba, jab**
D	similar to dr, as in "<u>dr</u>ink," but lightly trilled (rolled)	**dān, eddo, ad**
E	e, as in "h<u>e</u>n," sometimes ay, as in "d<u>ay</u>"	**etal, men, ne**
I	ee, as in "s<u>ee</u>n," sometimes i, as in "s<u>i</u>n"	**in, ni, ippa**
J	g, as in "gara<u>g</u>e," or s, as in "plea<u>s</u>ure"	**jañ, jijet, mo̧j**
K	k, as in "<u>k</u>ind," sometimes g, as in "<u>g</u>ood"	**kwe, kiki, ek**
L	l, as in "<u>l</u>ittle" (tongue touches back upper of teeth)	**lo, lale, al**
Ļ	heavier l, as in "ba<u>ll</u>" or "lu<u>ll</u>"	**ļaddik, taļa, aļ**
M	m, as in "<u>m</u>an"	**maroñ, limo, im**
Mo̧	heavier m, almost like m+w, as in "co<u>m</u>e <u>w</u>ith"	**mo̧k, emo̧mo̧an, emo̧**
N	n, as "<u>n</u>eed" (tongue touches back of upper teeth)	**ni, nana, ioon**
No̧	heavier n (tongue touches roof of mouth)	**no̧e, kōno̧aan, eno̧**
Ñ	ng, as in "si<u>ng</u>" or "e<u>ng</u>lish"	**ña, iññā, boñ**
O	o, as in "sh<u>o</u>w" or "t<u>o</u>ne"	**ok, itok, to**
Oo̧	long o, as in "p<u>o</u>t," "d<u>o</u>g" (but with lips rounded)	**oo̧j, ko̧o̧t, ennoo̧**
Ō	o, as in "m<u>o</u>ney," sometimes oo, as in "b<u>oo</u>k"	**ōn, bōnbōn, aō**
P	p, similar to b when at the beginnings of words	**pepe, ippān, lep**
R	heavier r, as in "<u>r</u>est," but trilled (rolled)	**rot, ire, ar**
T	between t and d (tongue touches back of upper teeth)	**ti, jete, aaet**
U	u, as in "t<u>u</u>ne," oo as in "c<u>oo</u>l"	**ukok, tutu, bu**
Ū[2]	halfway between ea, as in "b<u>ea</u>t," and oo, as in "b<u>oo</u>t"	**ūl, wūt, būbū**
W	w, as in "<u>w</u>ay" or "<u>w</u>ash"	**wa, awa, jowan**
Y[3]	y, as in "<u>y</u>es" or "<u>y</u>uck"	**yokwe, yiō, yuk[4]**

Common Classroom Questions
Eļmān amo̧ ba… ? *How do you say… ?*
Ewi wāween amo̧ ba… ? *How do you say… ?*
Ewōr ke amo̧ kajjitōk? *Do you have any questions?*
Ta meļeļe in… ? *What does… mean?*

Common Classroom Statements
Aaet / Jaab *Yes / No*
Deļo̧ītok. *Come in.*
Jouj im… *Please…*
Komo̧mo̧ool. *Thank you.*
Kōn jouj. *You're welcome (with kindness).*
Bar ba mo̧ōk. *Repeat please.*
Joļo̧k bōd. *Excuse me / sorry.*
Ijab meļeļe. *I don't understand.*

[1]No Marshallese sounds are pronounced exactly like English sounds. These approximations show a comparable English sound to give you an idea of what the Marshallese sounds like, but you must listen to native speakers to hear the true sounds of the language and work to match your pronunciation to theirs.
[2]To form this sound, start making the "ea" sound from "beat" and begin transitioning to the "oo" sound from "boot," stopping halfway between the two sounds.
[3]The letter Y isn't actually part of the official Marshallese alphabet, but it is commonly used in certain words due to the lack of a standardized alphabet for many years.
[4]You will commonly see these words spelled this way. However, the official spellings are "iokwe," "iiō," and "eok."

Vocabulary:

Review and memorize the following vocabulary from today's in-class instruction:

Nouns	
iǫkwe*	*hello / goodbye / love*
eta	*my name*
etaṃ	*your name*
etan	*his / her name*
mour	*life*
jibboñ	*morning*
raelep	*afternoon*
jota	*evening*
baaṃle	*family*
armej	*person / people*
uwaan	*member of*
jeiṃ / jeiū	*your / my older siblings*
jatūṃ / jatū	*your / my younger siblings*

Numbers	
ejjeļǫk	*none*
juon	*one*
ruo	*two*
jilu	*three*
emān	*four*
ļalem	*five*
jijino	*six*
jimjuon	*seven*
ralitōk	*eight*
ratimjuon	*nine*
joñoul	*ten*
roñoul	*twenty*
jilñuul	*thirty*

Question Words	
ia?	*where?*
jete?	*how many?*

Useful Expressions	
Iǫkwe in jibboñ!	*Good morning!*
Iǫkwe in raelep!	*Good afternoon!*
Iǫkwe in jota!	*Good evening!*
Bar lo eok!	*See you (singular) later!*
Bar lo komṃ!	*See you (plural) later!*
Jeraaṃṃan!	*Good luck! (farewell)*
Kwōj jar ia?	*You go to church where?*
Kwōj jerbal ia?	*You work where?*
Ak kwe?	*How about you?*

Adjectives	
emṃan	*good*
(e)bwe	*(it's) okay*
(e)nana	*(it's) bad*

Verbs	
itok	*come*
etal	*go*
ewōr	*there is / are*

Prepositions / Conjunctions	
jān	*from*
ñan	*to*
im	*and*

Practice:

Introduce yourself in Marshallese to three missionaries that are not in your district. Have your companion practice translating for you as you introduce yourself.

**While the dictionary spelling of this word is "iǫkwe," you will often see it spelled "iakwe" or "yokwe."*

Greeting	Question	Response	Farewell
Iǫkwe! *Hello!*	**Ej et am̧ mour?** *How is your life?*	**Em̧m̧an.** *It's good.*	**Jeraam̧m̧an.**[1] *Goodbye.*

My Name Is	What Is Your Name?
Eta in Elder/Sister _____. *My name is Elder/Sister _____.* **Etan in _____.** *His / her name is _____.*	**Etam̧?** *What is your name?* **Etarro?**[2] *What is your name? (respectful)*
Eñin ej Elder/Sister eo m̧ōtta. *This is my companion.* **Errein ej Elder/Sister ro m̧ōtta.** *These are my companions.*	**Etami?** *What are your (plural) names?* **Etan?** *What is his / her name?*

Pronoun	Noun	of	Noun
Ña ij *I am*	**juon mijinede** *a missionary*	**an** *of*	**Anij.** *God.* **Jisōs Kraist.** *Jesus Christ.*
Kōmij *We (excl.) are*	**mijinede ro** *missionaries*		

Subject	Verb	Preposition	Place
Kwōj *You*	**itok** *come*	**jān** *from*	**ia?** *where?*
Ij *I*			**Amedka.** *America.* **M̧ajeļ.** *the Marshall Islands.* **Jepaan.** *Japan.* **Awai.** *Hawaii.*
Ej *He / She / It*	**etal** *go*	**ñan** *to*	

How Many	Question	Response	Number	Noun
Jete *How many*	**uwaan baam̧le eo am̧?** *members in your family?* **ro jeim̧ im jatūm̧?** *siblings (older and younger) do you have?*	**Ewōr** *There is / are*	**juon** *one* **ruo** *two* **jilu** *three*	**jeiū.** *older sibling.* **jatū.** *younger sibling.*
	am̧ iiō? *your years?*			**aō iiō.** *my years.*

[1]*This word doesn't literally mean "goodbye." Depending on context, it can mean "good luck," "God bless," "blessing," etc.*
[2]*This form literally means "what are our (2 people) names?" and implies that you intend to share your name as well, out of respect.*

Vocabulary:

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
Anij	*God*
Jemād Ilañ	*our Heavenly Father*
Jetōb Kwōjarjar	*Holy Ghost*
Ri-Lo̧mo̧o̧r	*Savior*
ri-kanaan	*prophet*
Bok in Mormon	*Book of Mormon*
jeje ko rekwōjarjar	*scriptures*
ko̧jpeļ	*gospel*
mijinede	*missionary*
ri-jerbal	*worker / servant*
nejin	*child of*

Conjunctions / Prepositions	
im	*and*
ak	*but / or*
kōnke	*because*
kōn	*for / about*
mo̧kta	*before*

Nouns / Verbs	
tōmak	*faith / to believe*
ukeļo̧k[1]	*repentance / to repent*
peptaij	*baptism / to be baptized*
io̧kwe	*love / to love*
tōl	*guidance / to lead*
mej	*death / to die*
jero̧wiwi[2]	*sin / to sin*
bōd	*mistake / to be wrong*
ļōmn̦ak	*idea / think*

Verbs	
jilkintok	*send (to me / us)*
letok	*give (to me / us)*
katakin	*teach*
pinmuur	*ransom / atone*

Question Words	
wōn?	*who?*
ta?	*what?*

Review:

Think of how this task can help you convey your purpose to an investigator, then practice the sentence structure in the task by stating your role as a missionary, asking a few thought provoking questions, and providing a few simple statements of truth.

Grammar Help:

In this task, you are introduced to a few different types of pronouns. Pronouns are very important in Marshallese. In many languages, verbs are changed, or conjugated, to reflect past, present, or future tense. However, in Marshallese, tense is expressed through the pronoun. In this task, you are introduced to present tense (_+j) and past tense pronouns (_+aar). The blank spot is filled in with one of the subject pronouns:

- **i** *(I)*
- **kwō** *(you, singular)*
- **e** *(he / she / it)*
- **je** *(we, inclusive)*
- **kōm** *(we, exclusive)*
- **kom̧** *(you, plural)*
- **re** *(they).*

Additional Practice:

Practice a short lesson by using the phrases in this task. Pick an objective for your next lesson (for example: We want our investigator to feel that God loves him or her and that he or she can approach Him through prayer and the scriptures), then use the sentences in the task to be able to accomplish your goal.

[1] *While the dictionary spelling of this word is "ukeļo̧k," you will often see it spelled "ukweļo̧k."*
[2] *While the dictionary spelling of this word is "jero̧wiwi," you will often see it spelled "jerawiwi."*

Question Phrases		Noun
Ñan kwe, *To you,* **Ilo amŋ ļōmŋak,** *In your opinion,*	**wōn in** *who is*	**Anij?** *God?* **Jisōs Kraist?** *Jesus Christ?*
	ta in *what is* **ta meļeļein** *what is the meaning of* **ta unin** *what is the purpose of*	**tōmak?** *faith?* **baamļe?** *family?* **mour in?** *this life?*

Have You Ever			Verb	Before
Emŋōj *It is finished*	**ke** *question?*	**amŋ** *your (sing.)* **ami** *your (pl.)*	**jar** *pray* **etal ñan jar** *go to church* **riit Baibōl eo** *read the Bible*	**mokta?** *before?*

Subject	Pronoun	Noun	
Anij *God* **Jisōs Kraist** *Jesus Christ*	**ej** *He (present)*	**Jemād Ilañ.** *our (incl.) Heavenly Father.* **ad Ri-Lọmọọr.** *our Savior.* **Nejin Anij.** *the Son of God.*	
Subject	**Pronoun**	**Verb**	**Object**
Anij *God* **Jisōs Kraist** *Jesus Christ* **Jetōb Kwōjarjar** *The Holy Ghost*	**ej** *He (present)*	**iọkwe** *loves* **kōjparok** *cares for* **tōl** *guides*	**eok.** *you.* **kōj.** *us (incl.).* **aolep armej.** *all people (everyone).*

Subject	Pronoun	Verb	Object
Anij *God*	**eaar** *He (past)*	**jilkintok** *send (to us)* **letok** *give (to us)*	**Jisōs Kraist.** *Jesus Christ.* **ri-kanaan ro.** *prophets.* **baamļe ko.** *families.* **Bok in Mormon eo.** *the Book of Mormon.*
Jisōs *Jesus*		**mej kōn** *die for* **pinmuur kōn** *atone for*	**jerọwiwi ko ad.** *our sins.* **bōd ko ad.** *our mistakes.*

Subject	Is / Are	Verb	Us	About	Object
Bok in Mormon eo *The Book of Mormon* **Jisōs Kraist** *Jesus Christ*	**ej** *He / it (present)*	**katakin** *teach*	**kōj** *us (incl.)*	**kōn** *about*	**tōmak.** *faith.* **ukeļọk.** *repentance.* **peptaij.** *baptism.* **jar.** *prayer.*
Ri-kanaan ro *Prophets* **Jeje ko rekwōjarjar** *The scriptures*	**rej** *they (present)*				

Conjunctions
im *and* **ak** *but / or* **kōnke** *because*

Vocabulary:

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
Kǫjpeļ eo	*the Gospel*
jeraaṃṃan (ko)	*blessing(s)*
menin letok in lo ko	*the gift of tongues*
jema	*my father*
jemāmwōj	*our father (excl.)*
lañ	*heaven*
nejūṃ	*your son*
kajin Mąjeļ	*Marshallese*
kien (ko)	*commandment(s)*
ājmour	*health*
aenōṃṃan	*peace*
kajoor	*strength*

Nouns / Verbs	
jar	*prayer / to pray*
jipañ	*help / to help*
kajjitōk	*question / to ask*
katak	*lesson / to study or learn*
pokake	*obedience / to obey*
meļeļe	*understanding / to understand*
kaṃṃoolol	*thankfulness / to thank*
kōjeraaṃṃan	*to bless (verb only)*

Object Pronouns	
eok	*thee (you)*
eō	*me*
e	*him / her / it*
kōm	*us (exclusive)*
er	*them*

Review:

Pray in Marshallese today in your companionship study as well as two other times during the day.

Grammar Help:

Pay special attention to the way sentences are formed when asking for blessings in a prayer. In English, a typical sentence might be "We ask thee to bless us." However, in Marshallese, you must say "We ask with you that you should bless us," rather than saying "We ask thee to" using the usual word for to (ñan).

Additional Practice:

Each day, try to expand and enrich your prayers by adding new vocabulary found in your Marshallese Missionary Vocabulary & Phrases book. Think of your family, friends, and investigators, and create new sentences to add to your prayers. Your prayers will become more meaningful and sincere to you, your investigators, and to God.

God	Father	Adjective
Anij, *God,*	**Jema** *My Father* **Jemāmwōj** *Our Father (all in group, excl.)*	**Ilañ** *in Heaven* **Indeeo** *Eternal*

Pronoun	Thank	Thee	For	Noun
Ij *I (present)*	**kaṃṃoolol** *thank*	**eok** *thee*	**kōn** *for*	**baaṃle eo aō / baaṃle ko am.** *my family / our families.* **Nejūṃ Jisōs Kraist.** *Thy Son Jesus Christ.* **iọkwe eo Aṃ.** *Thy love.* **jipañ eo Aṃ.** *Thy help.*
Kōmij *We (present, exclusive)*				

Pronoun	Ask Thee	That You Should	Bless	Object	With	Noun
Ij *I (present)*	**kajjitōk ippaṃ** *ask with you (thee)*	**bwe kwōn** *that you should*	**kōjeraaṃṃan** *bless*	**eō** *me* **kōm** *us (excl.)* **Jon** *John*	**kōn** *with*	**Jetōb Kwōjarjar.** *the Holy Ghost.* **ājmour.** *health.* **aenōṃṃan.** *peace.* **kajoor.** *strength.*
Kōmij *We (present, excl.)*						

Please	Help	Object	Verb	Noun
Jouj im *Please (be kind and)*	**jipañ** *help*	**eō** *me* **kōm** *us (exclusive)* **Miko** *Miko*	**katak** *learn* **pokake** *to obey* **meḷeḷe** *to understand*	**kajin Ṃajeḷ.** *Marshallese.* **Kọjpeḷ eo.** *the Gospel.* **kien ko.** *the commandments / rules.*

Close the Prayer
Ilo etan Jisōs Kraist, amen. *In the name of Jesus Christ, amen.*

Vocabulary:

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
kabuñ	*church (organization)*
tūriamo	*mercy*

Nouns / Verbs	
uwaak	*answer / to answer*
eñtaan	*suffering / to suffer*
jar	*prayer / to pray*
mōnōnō	*happiness / to be happy*
jerowiwi	*sin / to sin*
bōd	*mistake / to be wrong*
lōmnak	*idea / think*
maroñ	*ability / to be able to*

Verbs	
jeļā	*know*
kaaenōmman	*comfort*
tūriamo kake	*to have mercy on*

Adjectives / Adverbs	
aorōk	*important*
mour	*living*
bar	*again*

Conjunctions	
bwe	*that*
eļaññe	*if*

Review:

Practice a testimony you can share in your next visit with an investigator. Try testifying about the role of the Savior and how the Atonement has helped you in your life.

Grammar Help:

This task introduces you to pronouns that express future tense actions (_+naaj). Notice that this follows the same pattern as the present and past tense pronouns in previous tasks (_+j and _+aar).

Additional Practice:

Before your next lesson, practice bearing testimony to your companion using phrases from this board display. Practice using the different forms and grammar principles. To challenge yourself, think of other statements of which you would like to testify, look up the vocabulary, then practice your own personalized testimony.

Know That	Noun	Adjective
Ijeļā ke* *I know that* **Kōm jeļā bwe*** *We know that*	**Anij** *God* **Jisōs Kraist** *Jesus Christ*	**ej iǫkwe eok / kōj.** *He loves you / us.* **emour.** *He lives.* **ej tōl kōj.** *He leads us.*
	Bok in Mormon eo *the Book of Mormon* **kabuñ in** *this church* **baamļe eo** *the family*	**eaorōk.** *is important.* **ej jipañ kōj.** *it helps us.*

Because	Noun	Pronoun	Verb	For	Object Pronoun	Can	Verb
Kōnke *Because*	**Jisōs Kraist** *Jesus Christ*	**eaar** *He (past)*	**mej** *die* **eñtaan** *suffer* **pinmuur** *atone*	**kōn** *for*	**eō,** *me,* **eok,** *you (singular),* **kōj,** *us (inclusive),*	**imaroñ** *I can* **kwōmaroñ** *you can* **jemaroñ** *we (inclusive) can*	**ukeļǫk.** *repent.* **bar mour.** *again live.* **mǭņǭņō.** *be happy.*

If	Pronoun	Verb	Noun	Pronoun	Verb	Object Pronoun
Eļaññe *If*	**kwōnaaj** *you (future, singular)* **jenaaj** *we (future, inclusive)* **komņaaj** *you (future, plural)*	**pokake,** *obey,* **jar,** *pray,* **tōmak,** *believe (have faith),*	**Anij** *God* **Jisōs Kraist** *Jesus Christ* **Jetōb Kwōjarjar** *The Holy Ghost*	**enaaj** *He will (future)*	**tūriamǫ kake** *have mercy on* **tōl** *guide* **uwaake** *answer* **kaaenōmǫ̧an** *comfort*	**eok.** *you (singular).* **kōj.** *us (inclusive).* **komņ.** *you (plural).*

**Both "bwe" and "ke" mean "that." You will hear both used interchangeably. However, "ke" emphasizes that one is certain of something, whereas "bwe" can imply that something is open to doubt.*

Vocabulary:

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
kiiō	*now*
rainin	*today*
inne	*yesterday*
ilju	*tomorrow*
jǫtiinin	*tonight*
wiik (in)	*(this) week*
allōñ (in laļ)	*(next) month*
iiō (eo ļǫk)	*(last) year*

Verbs	
kwaļǫk	*show / preach*
bōk	*receive / take*
lo	*see*
etal ñan jar	*go to church*

Days of the Week	
Ṃande	*Monday*
Juje	*Tuesday*
Wōnje	*Wednesday*
Taije	*Thursday*
Bōļaide	*Friday*
Jādede	*Saturday*
Jabōt	*Sunday*

Nouns / Verbs	
ēṇjake	*feeling / to feel*
riit(i)	*reading / to read (it)*
joļǫk bōd	*forgiveness / to forgive*
ļōmṇak	*idea / to think*
peptaij	*baptism / to baptize*
ukeļǫk	*repentance / to repent*

Review:

Identify each of the invitations you will be extending to your progressing investigator over the next three days. Write an invitation sentence and a promised blessing sentence for each invitation you plan to extend.

Grammar Help:

When forming questions in Marshallese, you add the word "ke," which indicates that the sentence is a question rather than a statement. For example:

- **Kwōnaaj etal ñan jar.** *You will go to church.*
- **Kwōnaaj ke etal ñan jar?** *Will you go to church?*

The only time you don't need "ke" when making a question is if the sentence already includes a question word, such as "who" (wōn), "what" (ta), etc.

Additional Practice:

Following up with investigators is essential for their growth and progress. When time allows, practice with your companion asking your investigator about his or her progress keeping invitations, then promise blessings and check for understanding.

You Will	Question	Invitation	When?
Kwōnaaj *You will (sing.)* **Komŋnaaj** *You will (pl.)*	**ke** *question?*	**riiti Bok in Mormon eo** *read the Book of Mormon* **etal ñan jar** *go to church* **peptaij** *be baptized*	**kiiō?** *now?* **Jabōt in?** *this Sunday?* **wiik in?** *this week?*

You Will	Question	Verb	About	Noun	When?
Kwōnaaj *You will (sing.)* **Komŋnaaj** *You will (pl.)*	**ke** *question?*	**jar** *pray* **katak** *study*	**kōn** *about*	**Bok in Mormon eo** *the Book of Mormon* **peptaij** *baptism* **Joseph Smith** *Joseph Smith*	**rainin?** *today?* **ilju?** *tomorrow?* **jǫtiinin?** *this evening?*

If	You	Invitation	Then	You Will	Verb	Noun
Eļaññe *If* **Ñe** *When / If*	**kwōj** *you (sing.)* **komŋij** *you (pl.)*	**riiti Bok in Mormon eo,** *read the Book of Mormon,* **etal ñan jar,** *go to church,* **peptaij,** *be baptized,* **kwaļǫk tōmak eo aṃ,** *show your faith,* **ukeļǫk,** *repent,* **jar,** *pray,*	**(innām)** *(then)*	**kwōnaaj** *you will (sing.)* **komŋnaaj** *you will (pl.)*	**bōk** *receive* **eñjake** *feel* **lo** *see (find)*	**uwaak ko.** *answers.* **tūriaṃo.** *mercy.* **iǫkwe.** *love.* **joļǫk bōd.** *forgiveness.*

You	Question	Invitation	When?
Kwaar *You (past, sing.)* **Komŋar** *You (past, pl.)*	**ke** *question?*	**riiti Bok in Mormon eo** *read the Book of Mormon* **etal ñan jar** *go to church*	**inne?** *yesterday?* **Jabōt eo?** *on Sunday?*

You	Question	Verb	About	Noun
Kwaar *You (past, sing.)* **Komŋar** *You (past, pl.)*	**ke** *question?*	**jar** *pray* **ļōmŋak** *think*	**kōn** *about*	**peptaij?** *baptism?* **Bok in Mormon?** *the Book of Mormon?*

What	You	Not	Verb
Ta eo *What*	**kwaar** *you (past, sing.)* **komŋar** *you (past, pl.)*	**(jab)** *(not)*	**meļeļe?** *understand?* **eñjake?** *feel?*

Vocabulary:

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Noun	
eoon	*verse*
jebta	*chapter*
Baibōļ eo	*the Bible*
bok	*book*
Pinmuur eo	*the Atonement*
aorōk (in)	*importance (of)*

Nouns / Verbs	
riit(i)	*reading / to read (it)*
ļōmņak	*idea / to think*
peptaij	*baptism / to baptize*
ukeļǫk	*repentance / to repent*
kajjitōk	*question / ask*
jerbal	*work / to work*

Verbs	
pād	*exist / be somewhere*
kōkajoor	*strengthen*
kwaļǫk	*show / share / preach*
kōjeraaṃṃan	*bless*

Question Words / Phrases	
ekōjkan?	*how?*
ewi wāween?	*how?*
ta?	*what?*
ewōr ke?	*is / are there?*

Review:

Identify the scripture passages that you will be sharing in your next visit. Practice introducing the passages by giving a brief background, giving the citation, and creating questions that help the investigator apply the verses to their life.

Grammar Help:

There are multiple words in Marshallese for the English word "how." The most common words for "how" are "ewi wāween," "eļmān," and "ekōjkan." It is important to remember that in order to properly use these words to form questions, they almost always need to be followed by a possessive (aō, amļ, an, ad, am, ami or aer).

Additional Practice:

Find your favorite scripture, possibly your mission scripture or one that helped change your life, then share it with three other missionaries.

Can	Question	Verb	Noun	About	Phrase
Imaroñ *I can* **Kwōmaroñ** *You can* **Jemaroñ** *We (incl.) can*	**ke** *question?*	**riit** *read* **kwaļǫk** *share*	**juon eoon** *a verse* **juon jebta** *a chapter*	**kōn ukeļǫk** *about repentance* **kōn tōmak** *about faith* **kōn Jisōs Kraist** *about Jesus Christ*	**ilo Bok in Mormon eo?** *in the Book of Mormon?* **ilo Baibōļ eo?** *in the Bible?*

Introduce Verse	Name	Number	Chapter	Number	Verse
Eoon in epād ilo bok in *This verse is found in the book of*	**Moronai,** *Moroni,* **Jemes,** *James,* **Juon Nipai,** *First Nephi,*	**juon** *one* **jilu** *three* **joñoul** *ten*	**jebta,** *chapter,*	**ļalem** *five* **jimjuon** *seven* **roñoul** *twenty*	**eoon.** *verse.*

Introductory Phrase	How	Noun	Verb	Object Pronoun
Ekkar ñan eoon in, *According to this verse,* **Ekkar ñan jebta in,** *According to this chapter,* **Ilo amļ ļōmņak,** *In your opinion*	**ekōjkan an** *How does (it)* **ewi wāween an** *How does (it)*	**tōmak ilo Jisōs Kraist** *faith in Jesus Christ* **peptaij** *baptism* **Pinmuur eo** *the Atonement* **ukeļǫk** *repentance*	**jipañ** *help* **kōkajoor** *strengthen* **kōjeraaṃṃan** *bless*	**eok?** *you (singular)?* **kōj?** *us (inclusive)?* **komļ?** *you (plural)?*

Question Phrase	Noun	In Our Lives
Ta aorōk in *What is the importance of* **Ta jerbal eo an** *What is the work / role of*	**Jetōb Kwōjarjar** *the Holy Ghost* **jeje ko rekwōjarjar** *the scriptures*	**ilo mour ko ad?** *in life (pl.) ours?* *(in our lives?)*

Is / Are There	Your	Question
Ewōr ke *Is / are there*	**amļ** *your (singular)* **ami** *your (plural)*	**kajjitōk?** *question(s)?* **inepata?** *concern(s)?*

Vocabulary:

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
kōŋaan	*want*
kajjioñ	*try*
ito-itak	*travel / wander about*
kōjepļaaktok	*restore*
ukōt(e)	*translate (it)*
roñjake	*listen*
waļǫk	*appear / happen*
kōnono	*speak*
kāālōt	*choose*

Transition Words / Phrases	
mǫkta	*before*
ālikin	*after*
innām	*then*
mǫktata	*first*
āliktata	*last*
kōn men in	*therefore (about this thing)*
im kiiō	*and now*
barāinwōt	*also*
āinwōt	*like (similar to)*

Other Useful Phrases:

Subject	Pronoun	Phrase
Joseph *Joseph*	**eaar** *he (past)*	**kōjepļaaktok Kabuñ eo an Jisōs Kraist.** *restore the Church of Jesus Christ.* **ukōt Bok in Mormon eo.** *translate the Book of Mormon.* **juon ri-kanaan kāālōt jān Anij.** *a prophet chosen from God.*

Review:

Think of your own conversion story. How did you come to know that the church was true? Practice sharing with an investigator your conversion story and assure him or her that they too can develop a personal testimony.

Grammar Help:

In Marshallese, there's a special sentence structure that must be used when something happens before another in a sequence. For example, in English one might say "Before I study, I pray." However, in Marshallese, you would say:

Mǫkta jān aō katak, ij jar.
Before from my studying, I pray.

You will always say "mǫkta jān" followed by a possessive (aō, amļ, an, ad, am, ami or aer).

Additional Practice:

Try to tell the story of Joseph Smith and the First Vision to your companion and then to an investigator. Recount what Joseph was seeking and how he found his answer. Also include what happened as a result of him finding that answer. Using what you remember from the "Testify" task, bear your personal testimony of the First Vision.

Subject	Pronoun	Want to Know	Phrase
Joseph Smith *Joseph Smith* **Ña** *Me*	**eaar** *he (past)* **iaar** *I (past)*	**kōŋaan jeļā** *want to know*	**kabuñ ta eo eṃool.** *what church is true.* **eļaññe ewōr juon Anij.** *if there is a God.* **eļaññe Anij ej uwaak jar ko ad.** *if God answers our prayers.*

Pronoun	Verb	Phrase
Eaar *He (past)* **Iaar** *I (past)*	**ļōmŋak in** *thought to* **kajjioñ in** *try to*	**jar ñan Anij.** *pray to God.* **riit jān Baibōļ.** *read from the Bible.* **ito-itak jān kabuñ ñan kabuñ.** *go from church to church.*

Phrase	Verb	Phrase
Ke Joseph eaar jar, eaar *When (past) Joseph prayed, he*	**lo** *see*	**Anij im Jisōs Kraist.** *God and Jesus Christ.*
	bōk *receive*	**juon uwaak.** *an answer.* **meļeļe.** *understanding.*
	jeļā bwe *know that*	**Anij ej uwaak jar ko ad.** *God He answers our prayers.* **Anij ej roñjake.** *God He listens.* **Anij ej iǫkwe ro nejin.** *God He loves His children.*

Subject	Pronoun	Verb	Object
Anij *God* **Jisōs** *Jesus*	**eaar** *he (past)* **raar** *they (past)*	**waļǫk ñan** *appear to* **uwaak(e)** *answer* **kōnono ippān** *speak with* **tōl** *guide / direct*	**Joseph.** *Joseph.*

Therefore	Can	Verb	Phrase
Kōn men in *About thing this*	**kwōmaroñ** *you (sing.) can* **jemaroñ** *we (incl.) can*	**jeļā** *know*	**mool eo.** *the truth.* **ke Anij ej iǫkwe kōj.** *that God He loves us (incl.).*
		jar *pray*	**im bōk juon uwaak.** *and receive an answer.* **im lo aenōmṃan.** *and find / see peace.*

In Marshallese, there are two ways of expressing the English concept of "we" (and "us"): **Inclusive** and **Exclusive**

Inclusive means that you are including the person(s) you are talking to. For example, during companionship study, a missionary might say to his or her companion:

We need to study about the Plan of Salvation.

When saying "we" in this sentence, the missionary is "including" both missionaries, implying that they both need to study about the Plan of Salvation.

Exclusive means that you are excluding the person(s) you are talking to. For example, when two missionaries are speaking with an investigator they might say:

We are representatives of Jesus Christ.

When saying "we" in this sentence, they are referring only to themselves as representatives of Christ, and "excluding" the investigator.

Practice:

Read each sentence and when you see a "we" (or "us") pronoun, underline it if it is **Inclusive** and circle it if it is **Exclusive**.

We are going to the store without you.

When we go, you can drive.

We won't forget about you.

When will you meet with us?

We'll meet with them tomorrow, Bishop.

What will we do when you all leave?

We should go home now.

We want what's best for you.

When we have time, he would like to study with us.

When we baptize him, you'll do the baptism, and I'll do the confirmation.

We both need to do better in our studies.

We will call you to remind you about your appointment next week.

We are all children of a loving Heavenly Father.

When we are ready, we'll let you know.

Subject Pronouns

Bok in Mormon eo *The Book of Mormon*	**e-** *it is*	**mo̧ol.** *true.*

Aaet,
Yes,

Jaab,
No,

Etke
Why

Kōnke
Because

Anij
God

Kabuñ in
This church

Bok in Mormon eo
The Book of Mormon

Jisōs Kraist
Jesus Christ

Joseph Smith
Joseph Smith

Ri-kanaan ro
The prophets

Peptaij
Baptism

i- *I*	
kwō- *you (singular)*	
e- *he / she / it*	
je- *we (inclusive)*	
kōm *we (exclusive)*	
ko̧m *you (plural)*	
re- *they*	

aorōk
important

mo̧ol
true

weeppān
perfect

jouj
kind / nice

mo̧ōn̦ōn̦ō
happy

būromo̧ōj
sad

mo̧ōk
exhausted

kwōle
hungry

ke?
question?

Kabuñ in emo̧ol.
This church is true.

Anij eweeppān.
God is perfect.

Imo̧ōk.
I am exhausted.

Peptaij eaorōk ke?
Baptism is important, right?

Rebūromo̧ōj ke?
Are they sad?

Emo̧ōn̦ōn̦ō ke John?
Is John happy?

1. As shown in the example sentences, subject pronouns attach themselves directly to the adjective or verb that follows, typically forming one word.
2. There is no "to be" verb in Marshallese. The subject pronoun is all that is needed to form sentences such as "I am…," "You are…," etc.

Function: Asking about and expressing a state of being
Context: Bearing Simple Testimony

Scenario

You are teaching a new investigator who is not very familiar with the concepts of God, Jesus Christ, or the restored Gospel. Practice sharing brief statements of truth that teach about the nature of God and Jesus Christ, and the truthfulness of the Book of Mormon and the restored church.

1. Practice: You will work in groups of 3-4 missionaries according to the following roles:

Missionaries A & B: You will play the role of the missionaries:
- Share brief statements of testimony about God, Jesus Christ and the restored Gospel.

Missionary C: You will play the role of the investigator:
- Answer the missionaries' questions and take an active role in the lesson.
- Ask the missionaries a simple question about a principle they have taught.

Missionary D (Optional): You will play the role of the ward mission leader:
- Add your testimony to that of the missionaries and share how you gained your testimony.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

You have recently been assigned to work with a new companion, and you are both getting to know each other.

Practice describing how you are currently doing or feeling by forming simple statements using the subject pronouns and adjectives, such as "I am tired," "I'm happy," etc.

Present Tense (Progressive)

Ij *I*	**iǫkwe** *love*	**aolep armej.** *everyone.*

Aaet, *Yes,*	**Ij** *I*	**riit** *read*	**Bok in Mormon eo** *the Book of Mormon*	**ke?** *question?*
Jaab, *No,*	**Kwōj** *You (singular)*	**jar (ñan)** *pray (to)*	**eok** *you (singular)*	
Etke *Why*	**Ej** *He / She / It*	**iǫkwe** *love*	**aolep armej** *everyone*	
Kōnke *Because*	**Jej** *We (inclusive)*	**kōnono (ippān)** *talk (with)*	**Jisōs Kraist** *Jesus Christ*	
Ta eo *What*	**Kōmij** *We (exclusive)*	**kwaļǫk** *show*	**Anij** *God*	
	Komļij *You (plural)*	**tōmak (ilo)** *believe (in)*	**aolep raan** *every day*	
	Rej *They*	**lo** *see*		

Kwōj ke tōmak ilo Kraist?
Do you believe in Christ?

Aaet, ij tōmak ilo Kraist.
Yes, I believe in Christ.

Jaab, ijab tōmak ilo Kraist.
No, I don't believe in Christ.

Etke jej jar ñan Anij?
Why do we pray to God?

Kōnke ej Jemād, im ej iǫkwe kōj.
Because He is our Father, and He loves us.

Ta eo rej kōmṃane?
What are they doing?

1. The present tense (progressive) pronouns are formed by adding a "j" (sometimes "ij") to the end of the subject pronouns.
2. These pronouns are different from the subject pronouns because they represent action in progress, while the subject pronouns usually represent a state of being.

Function: Asking about and describing actions and events
Context: Describing Your (or others) Beliefs and Actions

Scenario

You are currently teaching a man named Kevin. He doesn't have a religious background, and isn't very familiar with the concepts of God, Jesus Christ, or the Holy Ghost. You have taught him a little bit about prayer and why it is important, but he is nervous to try praying because he doesn't feel like he knows what he should say and do.

1. Practice: In pairs, have one missionary take the role of Kevin and the other be the missionary. Practice explaining the steps we take when we pray. It may be helpful to use the section from one of the Preach My Gospel pamphlets that outlines prayer as a teaching aid. Be sure to practice using present tense pronouns like "ij" or "jej" to say things such as "We kneel down," "We ask Him for blessings," or "I thank him for my family."

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You are training a new missionary, and he is still not very familiar with the missionary schedule. Have one missionary take the role of the senior companion and the other take the role of the new missionary. Practice going through the missionary schedule with the new missionary by saying what you are expected to do throughout the day. For example, you might say things such as:

- "At 6:30, we arise."
- "We begin our studies at 8:00."
- "You go to bed at 10:30."

After going through the schedule, switch places and repeat the practice, making sure to use the correct present tense pronouns.

Conceptual Practice: Simple Demonstratives

eo	*the (singular objects & people)*
ko	*the (plural objects)*
ro	*the (plural people)*

eo	ko	ro
bok eo *the book*	**bok ko** *the books*	~~**bok ro**~~ ~~*the books*~~
armej eo *the person*	~~**armej ko**~~ ~~*the people*~~	**armej ro** *the people*
jea eo *the chair*	**jea ko** *the chairs*	~~**jea ro**~~ ~~*the chairs*~~
ri-kaki eo *the teacher*	~~**ri-kaki ko**~~ ~~*the teachers*~~	**ri-kaki ro** *the teachers*
pinjeļ eo *the pencil*	**pinjeļ ko** *the pencils*	~~**pinjeļ ro**~~ ~~*the pencils*~~
ri-kanaan eo *the prophet*	~~**ri-kanaan ko**~~ ~~*the prophets*~~	**ri-kanaan ro** *the prophets*
jar eo *the prayer*	**jar ko** *the prayers*	~~**jar ro**~~ ~~*the prayers*~~
mijinede eo *the missionary*	~~**mijinede ko**~~ ~~*the missioanries*~~	**mijinede ro** *the missionaries*
ri-katak eo *the investigator*	~~**ri-katak ko**~~ ~~*the investigators*~~	**ri-katak ro** *the investigators*

This page will help you practice finding English demonstratives and deciding which Marshallese demonstratives to use in their place. Start by underlining the nouns in the sentences and circling the demonstratives. Then write the Marshallese noun with the correct demonstrative on the blank line.

Have you met the missionaries yet? _____

The prophet leads the church. _____

Can I borrow the pen? _____

The Gospel changes lives. _____

It's important that we read the scriptures daily. _____

Will you read the Book of Mormon? _____

Look at all the people! _____

The apostles were ordained by Jesus Christ. _____

Did you go to the baptism? _____

The children have not been baptized. _____

Joseph Smith prayed in a grove of trees. _____

The women are making handicrafts. _____

Bring me the books, please. _____

Past Tense

	Kwaar *You (past, sing.)*	**ke** *question?*	**jar** *pray*	**kōn** *about*	**Bok in Mormon eo?** *the Book of Mormon?*
Aaet, *Yes,*	**Iaar** *I (past)*	**(ke)** *(question?)*	**riit** *read*	**ilo** *in*	**Baibōļ eo** *the Bible*
Jaab, *No,*	**Kwaar** *You (past, sing.)*	**(jab)** *(not)*	**jar** *pray*	**kōn** *about*	**Joseph Smith** *Joseph Smith*
Etke *Why*	**Eaar** *He / She / It (past)*		**etal** *go*	**ñan** *to*	**peptaij** *baptism*
Kōnke *Because*	**Jaar** *We (past, incl.)*		**ļōmņak** *think*		**mool eo** *the truth*
Ta eo *What*	**Kōmar** *We (past, excl.)*		**katak** *study*		**Anij** *God*
	Komļar *You (past, pl.)*				**kweilọk eo** *the meeting*
	Raar *They (past)*				**kake** *about it*

Kwaar ke ļōmņak kōn peptaij?
Did you think about baptism?

Aaet, iaar ļōmņak kake.
Yes, I thought about it.

Jaab, iaar jab ļōmņak kōn peptaij.
No, I didn't think about baptism.

Komļar ke etal ñan kweilọk eo?
Did you all go to the meeting?

Joseph eaar riit ilo Baibōļ eo.
Joseph read in the Bible.

Anij eaar jilkintok nejin Jisōs Kraist.
God sent His son Jesus Christ.

Function: Asking about and describing actions and events
Context: Testifying to and Following up with Investigators

Scenario

You are teaching the Restoration to your investigators, James and his wife Regina. They have questions and you want to take the time necessary (10 to 15 minutes) to answer and discuss as many details as they want. You decide to use the Restoration pamphlet. Use the pictures and a couple of key scriptures.

1. Practice: Working in companionships and using grammar and vocabulary of this lesson and any other grammar and vocabulary you already know, discuss prophets, Christ's earthly ministry, and the apostasy. One missionary takes the role of one of the investigator as the other takes the role of the missionary.

2. Re-practice: Switch roles, rotate practice companions, and repeat the activity.

Additional Scenario

Today is your preparation day and you are at the local library sending emails to your family. Just as you finish, a young person comes up to you and says that he recognizes you as Mormon missionaries and has a couple of questions for you. You agree to spend a few minutes and sit down with him at a table. He tells you that he has been reading about your beliefs of prophets and apostasy. With one missionary taking the role of the young person, and the other the missionary, discuss prophets, Christ's earthly ministry and the apostasy.

Future Tense

Kwōnaaj *You (sing.) will*	**ke** *question?*	**etal** *go*	**ñan** *to*	**jar** *church*	**Jabōt in?** *this Sunday?*

Aaet,
Yes,

Jaab,
No,

Inaaj *I (future)*
Kwōnaaj *you (future, sing.)*
Enaaj *He / She / It (future)*
Jenaaj *We (future, incl.)*
Kōmnaaj *We (future, excl.)*
Komm̧naaj *You (future, pl.)*
Renaaj *They (future)*

(ke)
(question?)

(kar)
(past tense)

katak
study

etal
go

jar
pray

peptaij
be baptized

jerbal
work

eñjake
feel

bōk
receive

kōn
about

ñan
to

Kǫjpeļ eo
the Gospel

jar
church

tampeļ eo
the temple

Jetōb Kwōjarjar
the Holy Ghost

aenōmm̧an
peace

kajoor
power

ilju
tomorrow

wiik in
this week

wiik in laļ
next week

allōñ in laļ
next month

iiō in laļ
next year

Kwōnaaj ke jar kōn Bok in Mormon eo?
Will you pray about the Book of Mormon?

Aaet, inaaj jar kake.
Yes, I will pray about it.

Ijeļā ke Anij enaaj jipañ eok.
I know that God will help you.

Komm̧naaj ke itok im jar ilju?
Will you all come to church tomorrow?

Jenaaj katak kōn Pinmuur eo wiik in laļ.
We'll study about the Atonement next week.

Inaaj kar jerbal, bōtaab iaar nañinmej.
I would have worked, but I was sick.

Function: Asking about and describing actions and events
Context: Extending Commitment Invitations

Scenario

You and your companion have been teaching Jomile for several weeks, and he has expressed a desire to more fully follow Christ in his life. You have just finished teaching him about the Gospel of Jesus Christ, and feel that you should invite him to follow the Savior by being baptized.

1. Practice: In pairs, have one missionary take the role of the investigator and the other fill his or her role as the missionary. Practice inviting Jomile to be baptized. After he accepts the invitation, practice promising him blessings (make sure to practice using future tense pronouns such as "kwōnaaj" or "enaaj" when promising blessings).

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

While in a taxi to Rita you have an opportunity to talk to the person next to you. You offer them a copy of the Book of Mormon and they accept it graciously. Invite them to read and pray about the message contained within the Book of Mormon.

"When" as a Non-Question Word

Ñe *When (future)*	**kwōj** *you (sing.)*	**peptaij** *are baptized*	**kwōnaaj** *you (sing.) will*	**erreo.** *be clean.*
Ñe* *When (future)*	**ij** *I*	**pokake** *obey*	**inaaj** *I (future)*	**mo̧ṇo̧ṇo̧** *be happy*
	kwōj *you (sing.)*	**jar** *pray*	**kwōnaaj** *you (future, sing.)*	**aenōmo̧man** *have peace*
	ej *he / she / it*	**ukeļo̧k** *repent*	**enaaj** *he / she / it (future)*	**jeraamo̧man** *be blessed*
	jej *we (incl.)*	**jitlo̧k** *fast*	**jenaaj** *we (future, incl.)*	
Ke *When (past)*	**iaar** *I (past)*	**pokake** *obey*	**iaar** *I (past)*	**mo̧ṇo̧ṇo̧** *be happy*
	eaar *he / she / it (past)*	**jar** *pray*	**eaar** *he / she / it (past)*	**aenōmo̧man** *have peace*
	kōmar *we (past, excl.)*	**ukeļo̧k** *repent*	**kōmar** *we (past, excl.)*	**jeraamo̧man** *be blessed*
	raar *they (past)*	**jitlo̧k** *fast*	**raar** *they (past)*	

Kwōnaaj ke itok im jar?
Will you come to church?

Ñe emo̧man mour.
When life's good (similar to "maybe" in English).

Ñe kwōj itok, Anij enaaj mo̧ṇo̧ṇo̧.
When you come, God will be happy.

Ke iaar jar, Anij eaar uwaak.
When I prayed, God answered.

Jenaaj jeraamo̧man ñe jej pokake.
We will be blessed when we obey.

Iaar peptaij ke ralitōk aō iiō.
I was baptized when I was eight years old.

** "Ñe" can mean both "when" and "if." For example, the phrase "eļaññe kwōj jar" can be replaced with "ñe kwōj jar" and have the same meaning.*

Function: Asking and answering questions of cause and effect
Context: Testifying and Promising Blessings

Scenario

You have been inviting your investigator to pray about the Book of Mormon. However, several weeks have passed and he still hasn't prayed, even though he tells you that he will when you invite him. You and your companion decide to share your personal experiences with prayer, promise him blessings, and then re-invite him.

1. Practice: You will role play in companionships. One of you will be the investigator, and the other will be the missionary. Practice sharing your experiences with praying about the Book of Mormon using the board display as a guide. Then promise the investigator blessings, and invite him to pray about the Book of Mormon.

2. Re-practice: Switch roles and re-practice.

Additional Scenario(s)

Practice getting to know your investigators by sharing some of your past experiences, as well as your future plans after your mission. Make sure to use the proper word for "when" depending on whether the experience is in the past or in the future.

Imperative (Commands / Should)

	Kwōn *You (sing.) should*		**itok** *come*	**ñan** *to*	**Jisōs Kraist.** *Jesus Christ.*

Aaet, *Yes,*	**In** *I should*	**(jab)** *(not)*	**jerbal** *work (serve)*	**ñan** *to*	**Anij** *God*
Jaab, *No,*	**Kwōn** *You (sing.) should*	**(ke)** *(question?)*	**jar** *pray*	**kōn** *about*	**baamļe eo amį** *your family*
Etke *Why*	**En** *He / She / It should*	**(kar)** *(past tense)*	**tōmak** *believe*	**ilo** *in*	**Jisōs Kraist** *Jesus Christ*
Kōnke *Because*	**Jen** *We (incl.) should*		**kōmṃan** *do*		**ankilaan Anij** *the will of God*
Ta eo *What*	**Kōmin** *We (excl.) should*		**pokake** *obey*		**kien ko** *the commandments*
	Komṃin *You (pl.) should*		**ļoor** *follow*		**Jetōb Kwōjarjar** *the Holy Ghost*
	Ren *They should*				

Jen jar ippān doon.
We should pray with each other (let's pray together).

Kwōn jab riab.
You shouldn't lie.

Komṃin itok im jipañ kōm.
You all should come and help us.

In ke etal ñan kweilo̧k eo?
Should I go to the meeting?

Ta eo ren kōmṃane?
What should they do?

En kar pokake jemān.
He should have obeyed his father.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching About Commandments

Scenario

You and your companion are having your daily planning session, and are reviewing the things you should have done that day, and planning for the things that you should do tomorrow.

1. Practice: Arrange yourselves into pairs with the missionaries both as themselves. As you begin your planning session, review the day, and look at the things you should have done, and talk about it. Then plan for and ask yourselves where you should go the next day, and what you should accomplish.

Although this practice will foster the use of the grammar and vocabulary just learned, feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You are having a meeting with the branch mission leader about things that you can do to improve the relationship of the missionaries with the branch members. Talk about activities or other things that should be done to improve this relationship.

Near Future Tense (About To…)

	Reitōn *They're about to*	**etal** *go*	**ñan** *to*	**Mm̧ajeļ.** *the Marshall Islands.*	
Aaet, *Yes,*	**(Ña) Itōn**[1] *(Me) I'm about to*	**etal** *go*	**ñan** *to*	**jerbal** *work*	**ke?** *question?*
Jaab, *No,*	**Kwōtōn** *Your (sing.) about to*	**itok** *come*		**mm̧ōn jar eo** *the church*	
Ekwe, *Okay / Well,*	**Eitōn** *He / She / It is about to*	**katak** *study*	**kōn** *about*	**karōk in lm̧oo̧r** *the Plan of Salvation*	
	Jeitōn *We're (incl.) about to*	**kwaļo̧k** *share / preach*		**naan in mālōtlōt** *the Word of Wisdom*	
	Kōmitōn *We're (excl.) about to*	**jar** *pray*	**ippān** *with*	**doon** *each other*	
	Komm̧itōn *Your (pl.) about to*	**mm̧ōñā** *eat*		**baamm̧le eo** *the family*	
	Reitōn *They're about to*				

Jab keroro bwe jeitōn jar.
Stop making noise because we're about to pray.

Eitōn kōmm̧mm̧ane wa eo.
He's about to fix the car.

Letok mm̧ōk Baibōļ ņe bwe itōn katak.
Please give me that Bible because I'm about to study.

Kwōtōn peptaij, ke?
You're about to be baptized, right?

Komm̧itōn ta kiiō?
What are you all going to do now?

Kōmar itōn mm̧ōñā.[2]
We were about to eat.

[1] Adding the word "ña" in front of "itōn" is optional, but commonly used. You can learn more about this word in the section entitled "Absolute & Object Pronouns."
[2] When making past tense statements such as "they were about to study," you use the correct past tense pronoun (raar) followed by "itōn," resulting in "raar itōn katak."

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Discussing Upcoming Plans

Scenario

You and your companion are meeting with your Ward Mission Leader to discuss what you're planning to do for the rest of the day, what you're planning to teach at your next few lessons, and also to ask what your Ward Mission Leader's upcoming plans are to see if he can assist you in some of your lessons with investigators.

1. Practice: In pairs (or groups of three, depending on how missionaries are in your class), practice having a meeting with your Ward Mission Leader to discuss upcoming plans. Have one person take the role of the Ward Mission Leader and the other be a missionary (or, if in a group of three, have the third person be the first missionary's companion).

2. Re-practice: Switch roles, and re-practice. If there's still more time, re-arrange into new groups and continue practicing. Practice using as many different words and phrases as possible, not just the ones on the board display.

Additional Scenario(s)

As companionships, get out a piece of paper and a pen or pencil. The teacher will challenge you with a sentence or phrase in English that uses Near Future Tense words and elements. Work together to translate the sentence into Marshallese, and then write it down on your paper, using good spelling and grammar.

After each companionship is finished, write all of the translated sentences on the board. Then work together as a class to find errors and fix them. Once this is done, practice reciting each of the sentences aloud, focusing on pronunciation.

Can & Won't

Je- *We (incl.)*	**maroñ** *can*	**ke** *question?*	**jar** *pray*	**ippān doon?** *together?*

Aaet, *Yes,*	**I-** *I*	**maroñ** *can*	**(ke)** *(question?)*	**kōmṃane** *make / do*	**katak eo** *the lesson*
Jaab, *No,*	**Kwō-** *You (sing.)*	**ban** *won't*	**(kar)** *(past tense)*	**kōjañjañ** *play*	**uklele eo** *the ukulele*
Ekwe, *Okay / Well,*	**E-** *He / She / It*			**meļǫkļǫk** *forget*	**mǭtta** *my friend*
	Je- *We (incl.)*			**karreo** *clean*	**mṃweo** *the house*
	Kōm *We (excl.)*			**jipañ** *help*	**men eo** *the thing*
	Komṃ *You (pl.)*				**kōrā eo** *the woman*
	Re- *They*				

Kwōmaroñ ke jipañ eō?
Can you help me?

Aaet, imaroñ jipañ eok.
Yes, I can help you.

Joļǫk bōd, ijab maroñ.
Sorry, I can't.

Imaroñ kar kōpooje katak eo.
I could have prepared the lesson.

Iban etal bwe ipoub ilju.
I won't go because I'm busy tomorrow.

Anij eban meļǫkļǫk kōj.
God won't forget about us.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Providing Service

Scenario

You are trying to help an investigator overcome his/her addictions. You and your companion will teach the Atonement.

Practice: Role play in companionships.

Missionary A: You will take the role of the investigator. Ask Missionary B about the following concerns you have:
- If you can be clean again.
- If God can forgive you.
- If you can overcome your weaknesses (quit smoking).
- If you can overcome your challenges (you do not have a current job).

Missionary B: Answer the questions accordingly.

Re-practice: Your investigator tells you that he/she has been through a lot of trials. Now, more than ever before, he/she wonders if Christ can do something for him/her.

Missionary A: You will take the role of the investigator. Start the conversation by asking Missionary B “What can Christ do for me?” After each response of Missionary B, ask him/her how Christ can do it.

Missionary B: Using the board display as a guide, answer the questions by telling Missionary A what and how Christ can help him/her.

Additional Scenario(s)

You are in a lesson with a member present. Practice making requests and talking about what the Gospel can do for the investigator's family, like, marriage, etc.

Practice: You will work in groups of four. One companionship will be the missionaries. The missionaries from the other companionship will represent the investigator and the member.

"When" as a Question Word

Ñāāt eo *When*	**kwō-** *you (sing.)*	**kōŋaan** *want*	**katak?** *study*

Ñāāt eo
When

i-
I

kwō-
you (sing.)

e-
he / she / it

je-
we (incl.)

kōm
we (excl.)

komŋ
you (pl.)

re-
they

kōŋaan
want

naaj
future

maroñ
can

aar
past

ban
won't

katak
study

riiti
read

al
sing

bōk
receive

alwōj
watch

ļoor
follow

jar
pray

peptaij
baptize

poub
busy

ippān doon
together

Bok in Mormon eo
the Book of Mormon

ilo mŋōn jar eo
in the church

juon kōjeraaŋmŋan
a blessing

juon pija in Kraist
a film about Christ

naan in mālōtlōt
the Word of Wisdom

kien ko
the commandments

Ñāāt eo raar katak?
When did they study?

Ekōŋaan katak ñāāt?
When does he want to study?

Ñāāt eo kwōj etal ñan Jaluit?
When are you going to Jaluit?

Ñāāt eo jemaroñ riit ippān doon?
When can we read together?

Rej alwōj pija in Kraist ñāāt?
When are they watching a film about Christ?

Ñe ankilaan Anij.
When it's God's will.

You can also rephrase questions by ending the sentence with "ñāāt."

Function: Asking and answering questions of time, date, and location
Context: Setting up Appointments

Scenario

You run into Frank, a man on the street who just got back from fishing. You talk to him as you walk and find out that he has met with missionaries before on the outer islands but never joined the Church. You ask if he would like to meet with the missionaries again and he accepts. Schedule an appointment with him.

1. Practice: Pair up with another missionary. One of you act as Frank and the other act as the missionary. Practice discussing together possible times which you could schedule another lesson. Get to know each other by asking when the missionary got to the island and so on.

2. Re-practice: Switch roles, then rotate companions and repeat the activity.

Additional Scenario(s)

You have been invited to a party, but are not sure when the festivities take place. Because the Marshallese people aren't concerned about the hour of the party, try to find out the general time you should plan on attending.

Absolute & Object Pronouns

Ña	**i-**	**naaj**	**jipañ**	**eok.**
Me	*I*	*will*	*help*	*you (sing.).*

Aaet, *Yes,*

Jaab, *No,*

Absolute[1]				Object
ña *me*	**i-** *I*	**aar** *did (past)*	**jipañ** *help*	**eō**[2] *me*
kwe *you (singular)*	**kwō-** *you (sing.)*	**j** *am (present)*	**iǫkwe** *love*	**eok**[2] *you (singular)*
e *him / her / it*	**e-** *he / she / it*	**naaj** *will (future)*	**kōjeraaɱɱan** *bless*	**e** *him / her / it*
kōj *us (inclusive)*	**je-** *we (incl.)*	**maroñ** *can*		**kōj** *us (inclusive)*
kōm *us (exclusive)*	**kōm-** *we (excl.)*	**ban** *won't*		**kōm** *us (exclusive)*
koɱ *you (plural)*	**koɱ-** *you (pl.)*	**kōŋaan** *want*		**koɱ** *you (plural)*
er *they*	**re-** *they*			**er** *they*

Anij ej iǫkwe kōj.
God He loves us.

E enaaj kōjeraaɱɱan er.
(Him) He will bless them.

Ña itōn kiki.
I am about to sleep.

Kwe, kwōn jipañ eō!
You, you should help me!

Anij ejeļā wōn kōj.
God knows who we are.

Ña ri-kaki. Kwe ri-katak ke?
I'm a teacher. Are you a student?

[1] Absolute pronouns are sometimes refered to as "Emphatic" pronouns, because they emphasize whatever they refer to.
[2] You will often see "eō" spelled "iō" and "eok" spelled "yuk" or "yok."

Scenario

You are having an interview with your mission president. He asks you to share about some of your experiences as a missionary.

1. Practice: In companionships, have one missionary be the mission president, and the other a missionary. Practice telling your mission president about things that have helped you or blessed you as you have served your mission. For example:

- God blessed me with patience.
- My companion helped me learn Marshallese.
- My branch president taught me many things.
- My family supported me.

2. Re-practice: Switch roles and re-practice. Try to form different sentences using vocabulary you've learned in the past.

Additional Scenario(s)

Prepare a five minute talk on the message of restoration and share it with your companion. Identify when you would use the pronouns on this board display and then practice giving your talk out loud to your companion.

Possessives

Jisōs *Jesus*	**ej** *he does*	**kōjeraaṃṃan** *bless*	**mour** *life*	**eo** *the*	**aō.** *my.*

Anij
God

Bok in Mormon eo
The Book of Mormon

Kǫjpeļ eo
The Gospel

Jetōb Kwōjarjar
The Holy Ghost

Tōmak
Faith

Kien in
This commandment

ej
he / she / it does

enaaj
he / she / it will

kōkajoorļǫk
strengthen

kaaenōṃṃan
comfort / pacify

roñjake
listen (to)

kōļapļǫk
increase

baaṃle
family

ļōmṇak
thought

jar
prayer

tōmak
faith

eo
the (sing.)

ko
the (pl.)

aō *my / mine*
aṃ *your / yours (sing.)*
an *his / hers / its*
ad *our / ours (incl.)*
am *our / ours (excl.)*
ami *your / yours (pl.)*
aer *their / theirs*

Jenaaj ekajet ekkar ñan jerbal ko ad.
We will be judged according to our works.

Eļap an Anij iǫkwe baaṃle ko ami.
It is great God's love of your families.

Jemaroñ erreo jān jerǫwiwi ko ad.
We can be clean from our sins.

Ewōr ke aṃ inepata kōn naan in mālōtlōt?
Do you have any concerns with the Word of Wisdom?

Aaet, ewōr aō inepata.
Yes, I have concerns.

Kōn jar, kwōmaroñ anjǫ ioon inepata ko aṃ.
Through prayer, you can overcome your concerns.

Function: Asking about and expressing possession and ownership
Context: Testifying

Scenario

An investigator is meeting with missionaries for the first time. As you spoke to him on the street yesterday he was very interested in what you said about the true church of Christ being on the earth today. He has been researching several different religions, and is especially interested in learning what these young missionaries believe about the Godhead.

1. Practice: You will work in pairs according to the following roles:

Missionary A: You will play the role of the investigator.
• Ask the missionaries about different members of the Godhead.
• Respond to any questions they ask, sharing your personal beliefs.

Missionary B: You will play the role of the missionary(s).
• Answer the investigator's questions by sharing doctrine and bearing your personal testimony.
• Ask a few questions to make sure you understand what this investigator is telling you about the role Jesus Christ plays in his/her life.

2. Re-practice: Switch roles (and/or companions) and repeat the activity.

Additional Scenario(s)

You and your companion are on the road and a man approaches you. He asks, "What are you doing here?" Explain to him your purpose and who you are.

Help him understand how the Plan of Salvation can heal our souls. Using Preach My Gospel and the Vocabulary & Phrase book, teach him the principle of "Our Life on Earth" according to his/her questions.

The Subjunctive (Bwe Jen, Bwe Kwōn…)

Anij	**e-**	**kōŋaan**	**bwe**	**jen**	**mo̧ŋōŋō**	**ilo mour in.**
God	*He*	*wants*	*that*	*we (incl.) should*	*be happy*	*in this life.*

Aaet, *Yes,*	**(Anij)** *(God)*	**i-** *I*	**kōŋaan** *want*	**bwe** *that*	**in** *I should*	**jar** *pray*	**ilo mour in** *in this life*	**ke?** *question?*
Etke *Why*	**(Jisōs)** *(Jesus)*	**kwō-** *you (sing.)*			**kwōn** *you (sing.) should*	**katak** *study / learn*	**aolep iien** *all the time*	
Kōnke *Because*	**(ri-kanaan eo)** *(the prophet)*	**e-** *he / she / it*			**en** *he / she / it should*	**mo̧ŋōŋō** *be happy*	**ippān baamo̧le ko ad** *with our families*	
	(ri-kaki eo) *(the teacher)*	**je-** *we (incl.)*			**jen** *we (incl.) should*	**pokake** *obey*	**kien ko** *the commandments*	
		kōm *we (excl.)*			**kōmin** *we (excl.) should*	**katak kōn** *study about*	**Kraist ilo mour ko ad** *Christ in our lives*	
		komo̧ *you (pl.)*			**komo̧in** *you (pl.) should*	**bōk** *receive*	**kōjeraamo̧man ko** *blessings*	
		re- *they*			**ren** *they should*	**jipañ** *help*	**E** *Him*	
						iǫkwe *love*	**eō** *me*	
							er *them*	

Anij eaar jilkintok Nejin Jisōs Kraist bwe en mej kōn kōj.
God sent His Son Jesus Christ to die for us.

Etke Anij ekōŋaan bwe jen kōjparok kien ko an?
Why does God want us to keep His commandments?

Kōnke ekōŋaan bwe jen mo̧ŋōŋō.
Because He wants us to be happy.

Kwōkōŋaan bwe in jipañ eok, ke?
You want me to help you, right?

Jisōs eaar jiroñ ri-kaǫloor ro an bwe ren ǫloor E.
Jesus commanded His disciples to follow Him.

Ijab kōŋaan bwe kwōn kōbaatat.
I don't want you to smoke.

It is important to not use the word "ñan" in place of "to" in sentences like: "I need you to work," "God sent His Son to die for us," or "Jesus told His disciples to follow Him." This concept doesn't translate well into English. However, it is a very common grammar construction in Marshallese that will feel natural to you over time.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching About the Plan of Salvation

Scenario

Austin is one of your investigators. He likes what he has been taught, but has a hard time understanding why God would want him to stop doing things that he enjoys.

1. Practice: The teacher will be Austin. As a class, you need to teach him about the Plan of Salvation, and help him understand why God wants us to obey, the purpose of God's commandments, and the blessings he will receive if he obeys. In addition to using good grammar and proper vocabulary, make sure to listen carefully to what Austin says, and follow the Spirit in addressing his concerns.

2. Re-practice: In companionships, have one missionary be Austin and the other be the missionary. Practice teaching Austin again using what was learned when practicing with the teacher to solidify your message, and to become more comfortable using the Subjunctive in your teaching.

Additional Scenario(s)

You are at District Meeting, and your District Leader announces that there are several things your Mission President wants the missionaries to be aware of in regard to what they should and shouldn't do.

Practice in companionships, with one missionary being the District Leader and the other being a missionary. Practice saying things such as "He wants us to study Preach My Gospel more," "He doesn't want us to sleep in," etc.

Where

Ewi	**bok in al**	**eo**	**aō?**
Where is	*songbook*	*the (sing.)*	*my*

Aaet,
Yes,

Jaab,
No,

Ewi *Where is (singular)*
Erki *Where are (things)*
Erri *Where are (people)*

bok in al
songbook

Bok in Mormon
Book of Mormon

jeje ko rekwōjarjar
scriptures

nuknuk in peptaij
baptismal clothing

pija
movie

būrij
priest

bishop
bishop

ri-tōl
leader

eo
the (sing.)

ko
the (pl. objects)

ro
the (pl. people)

aō
my / mine

aṃ
your / yours (sing.)

an
his / hers / its

ad
our / ours (incl.)

RESPONDING:

E- *He / she / it*	**pād** *stay*	**ijo.** *there (general).*
Re- *They*		**ijin.** *here (between us).*
		ijeṇe. *there (by you).*
		ije. *here (by me).*

Ewi Bok in Mormon eo aō?
Where is my Book of Mormon?

Epād ije.
It's here by me.

Erri elder ro?
Where are the elders?

Erki nuknuk in peptaij ko ad?
Where are our baptismal clothes?

Repād ijeṇe.
They're there by you.

Ewi ṃōttaṃ?
Where's your companion?

Function: Asking and answering questions of time, date, and a location
Context: Finding Church Materials and People

Scenario

You have just been transferred into a new area and you don’t know where things are yet.

1. Practice: Imagine that the missionary who is new to the area has no idea where things are in the apartment. Have the new missionary ask questions about where things are using the board display as a guide. Have one missionary act as the new missionary in the area, and the other as the missionary who was already in the area. Have the new missionary ask questions and the other missionary answer them.

2. Re-practice: Switch roles and re-practice.

Additional Scenario(s)

You are helping the Relief Society President set up a Relief Society dinner in the church building. She has brought several things from her house that she wants put in certain places, but you don't where she has put everything. Practice asking where things are, such as plates, cups, flowers, tables, chairs, food, etc.

Have (There Is / There Are)

Ewōr *There are*	**ke** *question?*	**aṃ** *your (sing.)*	**kajjitōk** *question(s)*	**kōn** *about*	**men kein?** *these things?*

Aaet, *Yes,*	**Ewōr** *There is / are*	**(ke)** *(question?)*	**aō**[2] *my / mine*	**tōmak** *faith*	**ilo** *in*	**Jisōs Kraist** *Jesus Christ*
Jaab, *No,*	**Eaar wōr** *There was / were*		**aṃ** *your / yours (sing.)*	**inepata** *concern(s)*	**kōn** *about / with*	**kien erreo** *the Law of Chastity*
Akō, *But,*	**Enaaj wōr** *There will be*		**an** *his / hers / its*	**ļōmṇak** *thought(s)*		**kōbaatat** *smoking*
Kōnke / Bwe *Because*	**En wōr** *There should be*		**ad** *our / ours (incl.)*	**naan in kaṃool** *testimony*		**jerbal in mijinede** *missionary work*
	Eban lōñ[1] *There won't be*		**am** *our / ours (excl.)*	**kajjitōk** *question(s)*		**karōk in lǫmǫǫr** *the Plan of Salvation*
	Emaroñ lōñ *There can be*		**ami** *your / yours (pl.)*	**Bok in Mormon** *Book of Mormon*		
	Ejjeļǫk *There isn't / aren't*		**aer** *their / theirs*	**pija in Jisōs** *film about Jesus*		

Ewōr aō naan in kaṃool kōn juon mǭttan joñoul.
I have a testimony of Tithing.

Jisōs eaar mej bwe en wōr juon iaļ in lǫmǫǫr.
Jesus died so that there would be a way to be saved.

Eban lōñ armej ilo mǭṇ jar eṇ ñe ewōt.
There won't be people at church if it's raining.

Enaaj wōr ļalem peptaij ilju.
There will be five baptisms tomorrow.

Ejjeļǫk ami Bok in Mormon, ke?
You all don't have copies of the Book of Mormon, right?

Eaar wōr aer inepata kōn Joseph Smith.
They had concerns about Joseph Smith.

[1] *"Lōñ" and "wōr" can be used interchangeably. However, "lōñ" often implies plurality while "wōr" often implies singularity. Also, "lōñ" can sometimes mean "many."*
[2] *The possessives act as pronouns when forming sentences such as "I have…," "you had…," "they don't have…," etc.*

Function: Asking about and expressing a state of being
Context: Teaching a Lesson

Scenario

You are teaching Bibe, a new investigator who has never met with missionaries before and doesn't know much about the church or the Gospel. After teaching her some of the lessons, she still has some concerns that are holding her back.

1. Practice: Work in groups of two with someone who is not your companion. One of you will play the role of Bibe, and the other will be the missionary. Find out what Bibe's concerns are and address them by asking questions such as:

- Do you have any concerns about… ?
- What are your thoughts about… ?
- Do you have faith in Jesus Christ?
- Do you have any questions?

After Bibe has answered the questions, address her concerns and testify with statements such as:

- I have a testimony of…
- I have faith in…
- I had concerns about Joseph Smith as well, but now…

2. Re-practice: Switch roles and/or companions and re-practice.

Additional Scenario(s)

You are at District Meeting, and your District Leader asks each of the companionships about their investigators with baptismal dates. Respond by saying things such as:

- There are ____ investigators preparing for baptism.
- There should have been a baptism last week, but…
- There will be a baptism this coming Saturday.
- There could have been a baptism last month, but…

Conceptual Practice: Advanced Demonstratives

General	
eo	*the (sing.)*
ko	*the (pl. objects)*
ro	*the (pl. people)*

Far Away	
uweo	*that (sing.)*
koko	*those (pl. objects)*
roro	*those (pl. people)*

Speaker

Listener

Near Speaker	
e	*this (sing.)*
kā	*these (pl. objects)*
rā	*these (pl. people)*

In Between	
in	*this (sing.)*
kein	*these (pl. objects)*
rein	*these (pl. people)*

Near Listener	
ŋe	*that (sing.)*
kaŋe	*those (pl. objects)*
raŋe	*those (pl. people)*

In Sight	
eŋ	*that (sing.)*
kaŋ	*those (pl. objects)*
raŋ	*those (pl. people)*

Conceptual Practice: Advanced Demonstratives

This page will help you practice finding English demonstratives and deciding which Marshallese demonstratives to use in their place. Start by underlining the nouns in the sentences and circling the demonstratives. Then write the Marshallese noun with the correct demonstrative on the blank line.

(About a picture hanging on the wall) Those are my children. _____

This man is a prophet of God. _____

We lived with God before this life. _____

This book is another testament of Jesus Christ. _____

These scriptures will help you in your trials at this time. _____

These missionaries taught the gospel with power. _____

Look at that car way over there! _____

(Holding pencils) My companion gave me these pencils. _____

If we want to be happy, these are the things we need to do. _____

Is that your Bible? _____

That missionary really knows how to work hard. _____

We are teaching this family about the Apostasy. _____

Bring me those books sitting by you. _____

"With" Expressions

Ennǫ	**ke**	**raij**	**ippamį?**
It's delicious	*question?*	*rice*	*with you (singular)?*

Aaet,
Yes,

Jaab,
No,

Wōn eo
Who

Emṃan
It's good

Ennǫ
It's delicious

Enana
It's bad

Eaiboojoj
It's beautiful

Elōñ
There are many

Ewōr
There is / are

Ejjeļǫk
There are none

(ke)
(question?)

(-ļǫk)
more

raij
rice

eoon (in)
verse (this)

jepta (in)
chapter (this)

Mąjeļ
Marshall Islands

kajin Mąjeļ
Marshallese

pājkōt
basketball

kōjañjañ
play (an instrument)

ikkure
play (games)

ta
what

ippa[1] *with me*
ippamį *with you (singular)*
ippān *with him / her / it*
ippād *with us (inclusive)*
ippām *with us (exclusive)*
ippāmi *with you (plural)*
ippāer *with them*

More Nouns:

lep
egg

mā
breadfruit

bwiro
preserved breadfruit

uno
medicine

Emṃan ke eoon in ippamį?
Do you like this verse?

Aaet, ekanooj emṃan eoon in ippa.
Yes, I really like this verse.

Elōñ ke jāān ippāmi?
Do you have any money with you (plural)?

Ewōr ta ippān?[2]
What does she have?

Ijaje. Kajjitōk ippān.
I don't know. Ask her.

Komąr katak ippān wōn?
Who did you study with?

[1] *These forms of "with" should generally be used when people are involved, rather than objects.*
[2] *This phrase can also mean "What's going on with him/her?"*

Function: Asking about and describing objects, people, and their characteristics
Context: Getting to Know Someone Before Teaching

Scenario

You are going to visit a member referral for the first time. He is 20 years old and is a great basketball player. He just started his first semester at college. Before starting the lesson, you want to get to know each other.

1. Practice: Practice with the following roles:

Missionary A: Find out the following about your investigator:
- The things the investigator likes to do.
- What sports the investigator likes the most.
- If he/she likes school.
- The food that the investigator likes.
- The things the investigator does not like.
- If the investigator likes to play any musical instruments.

Missionary B: You will take the role of the investigator. Using the board display as a guide, say what you like and what you do not like, and then ask Missionary A about the same things.
Example: Missionary: Emm̧an ke pājkōt ippam̧?
Investigator: Aaet, emm̧an pājkōt ippa.

2. Re-practice: Switch roles and re-practice.

Additional Scenario(s)

You've arrived in your new area and the first appointment you have is with the bishop. You want to get to know him and establish a good relationship with him. He loves missionary work and likes to help investigators. He is also a good cook, and he loves to talk about food.

Missionary A: Get to know more about your new bishop as you find out what he likes and dislikes. You can start by talking with him about the following:
- Missionary work
- Helping people
- His hobbies
- His calling
- His job

Missionary B: You will take the role of the bishop. Using the board display as a guide, say what you like and what you do not like, and then ask Missionary A about the same things.
Example: Missionary: Emm̧an ke jerbal in mijinede ippam̧?
Bishop: Aaet, eļap an emm̧an ippa.

Past Perfect Tense

Emj̧ōj	**an**	**riiti**	**Bok in Mormon eo.**
Finished	*his*	*read*	*the Book of Mormon.*

Aaet, *Yes,*	**Emj̧ōj** *Finished*	**(ke)** *(question?)*	**aō** *my / mine*	**(kar)** *(past)*	**jar** *pray*	**ñan** *to*	**Anij** *God*	**ke ta?** *or what?*
Jaab, *No,*	**Ejañin mj̧ōj** *It isn't finished (yet)*		**amj̧** *your / yours (sing.)*	**(naaj)** *(future)*	**ba** *say*		**ri-kaki eo** *the teacher*	**bwe ta?**[1] *why? what for?*
Akō, *But,*	.....		**an** *his / hers / its*	**(maroñ)** *(can)*	**etal** *go*		**mj̧ōn jar eo** *the church building*	
	Eļmān *How*		**ad** *our / ours (incl.)*		**ļōmnjak** *think*	**kōn** *for / about*	**juon mj̧ōttan joñoul** *tithing*	
	Ta unin *What is the reason*		**am** *our / ours (excl.)*		**katak** *study*		**peptaij** *baptism*	
	Ewi wāween *What is the way to*		**ami** *your / yours (pl.)*		**eñjake** *feel*		**Jetōb Kwōjarjar** *the Holy Ghost*	
	Ewi joñan *How much*		**aer** *their / theirs*		**bōk** *receive*		**juon uwaak** *an answer*	
					kajjitōk *ask*		**ippān Anij** *with God*	

Emj̧ōj ke ami peptaij?
Have you all been baptized?

Jaab, ijañin peptaij.
No, I haven't been baptized.

Eļmān ad ukeļǫk?
How do we repent?

Emj̧ōj aer mj̧ōñā, ke ta?
Have they finished eating, or what?

Jaab, ejañin[2] mj̧ōj aer mj̧ōñā. Ak kwe?
No, they haven't finished eating. What about you?

Ewi wāween amj̧ kar joļǫk kōbaatat?
How did you give up smoking?

[1]"Bwe ta" is a sentence by itself. It usually follows a response to another question. For example, "Emj̧ōj ke an jar?" "Jaab, ejañin jab jar." "Bwe ta?"
[2]Notice that this sentence doesn't say "ejañin emj̧ōj," because "mj̧ōj" is a word on its own, and the pronoun "e" is already used in front of "jañin."

Function: Asking about and describing actions and events
Context: Following up on Commitments

Scenario

You are following up with an investigator who is confused about how to perform the commitments they were left with before.

1. Practice: Practice according to the following roles:

Missionary A: You will take the role of the missionary for 3-5 minutes. Ask Missionary B whether or not he/she has kept the commitments. Make sure you include the following:

- Read and pray about the Book of Mormon.
- Pray about Joseph Smith.
- Go to church.
- Study the Book of Mormon.
- Ponder about the things read in the Book of Mormon.

Missionary B: You will take the role of the investigator. Using the board display as a guide, ask Missionary A how or why you need to do the things he/she invited you to do.

2. Re-practice: Switch roles and practice the same scenario. The teacher will go around giving help and encouragement.

Additional Scenario(s)

Practice testifying of things you have done that have strengthened your faith in Jesus Christ. For example, you might say things such as "I have prayed, and…" "I have read the Book of Mormon…" etc. After you have testified, practice asking the investigator if he/she has done the same things.

Using Question Words

Jenaaj *We (incl.) will*		**peptaij** *baptize*	**jete armej** *how many people*	**ilju?** *tomorrow?*
I- *I*	**aar** *past*	**kweiļǫk** *meeting*	**ñāāt** *when?*	**ilju** *tomorrow*
Kwō- *You (sing.)*	**j** *present*	**peptaij** *baptize*	**ta** *what?*	**rainin** *today*
E- *He / She / It*	**naaj** *future*	**iioon** *meet*	**wōn** *whom?*	**kiiō-kiiō** *right now*
Je- *We (incl.)*	**maroñ** *can*	**kōmṃan** *do*	**ippān wōn** *with whom?*	**mǫktata** *first*
Kōm- *We (excl.)*		**katakin** *teach*	**jete (armej)*** *how many (people)?*	**āliktata** *last*
Komṃ- *You (pl.)*		**kōnono** *talk*	**ia** *where?*	
Re- *They*		**ba** *say*		

Jenaaj iioone wōn ilju?
Who are we meeting tomorrow?

Jenaaj iioone Dickson.
We are meeting Dickson.

Emaroñ kōnono ippān wōn?
Who can he talk to?

Enaaj ba ta?
What is he going to say?

Enaaj ba, "Iǫkwe!"
He's going to say, "Hi!"

Renaaj katakin ñāāt?
When are they teaching?

The word "ke" is not required to form a question when using one of these question words, as they already imply that the sentence is a question.
**Other words can follow "jete" depending on what you are trying to ask.*

Function: Asking and answering questions of time, date, and location
Context: Daily Planning

Scenario

You are on exchanges with another missionary, and are sitting down to have your daily planning session.

1. Practice: Working in pairs, practice having a daily planning session. In your planning session, ask your companion who you will be meeting with, what you will teach, where you will go, and when you will do all of these things.

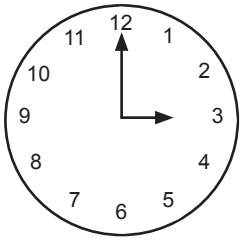
2. Re-practice: Switch roles and/or companions.

Additional Scenario(s)

You see several youth from your ward hanging out together. You decide to get to know them better and ask them for referrals. Practice asking them about school, their hobbies, etc. For example, you might say things such as "Where do you go to school?" "What are you studying about?" "When do you go to school?" etc.

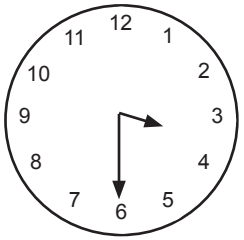
On the hour:

- Marshallese say the number of the current hour followed by the word "hour."
- The Marshallese word for "hour" is "awa."
- 3:00 = three hour = jilu awa



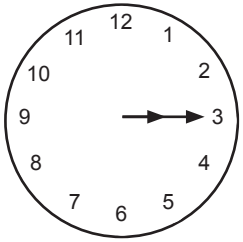
The half hour:

- Marshallese say "half hour" as the half of the current hour.
- The Marshallese word for "half" is "jimattan."
- 3:30 = three half = jilu jimattan



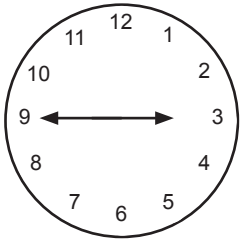
Between the hour and half hour (:01 - :30)

- Marshallese count this as how long it has been since the top of the past hour.
- 3:15 = fifteen (minutes) from three = joñoul ļalem (minit) jān jilu



Between the half hour and the hour (:30 - :59)

- Marshallese count this as how many minutes till the next hour.
- 3:45 = fifteen (minutes) to four = joñoul ļalem (minit) ñan emān



Practice saying and writing each of the times listed below in Marshallese.

2:30 _____

8:50 _____

12:00 _____

3:05 _____

1:30 _____

5:55 _____

6:00 _____

7:20 _____

5:30 _____

7:40 _____

10:10 _____

1:10 _____

Telling Time

Jenaaj *We (incl.) will*	**katak ippān** *study with*	**Carlson** *Carlson*	**ilo** *at*	**jimjuon** *seven*	**awa** *hour (o'clock)*		**jota.** *evening.*
Aaet, *Yes,*	**Jen** *We (incl.) should*	**etal ñan** *go to*	**jar** *church*	**ilo** *in (at)*	**ralitōk** *eight*	**awa** *hour (o'clock)*	**(jimattan)** *(half)*	**(jibboñ)** *(morning)*
Jaab, *No,*	**Jenaaj** *We (incl.) will*		**peptaij eo** *the baptism*		**ratimjuon** *nine*			
Kiiō *Now*			**kweiļok eo** *the meeting*		**joñoul** *ten*			
Ñāāt eo? *When?*		**katak ippān** *study with*	**Carlson** *Carlson*		**joñoul ruo** *twelve*			**(raelep)** *(noon)*
Jete awa? *What time?*			**Joleia** *Joleia*		**ruo** *two*			**(ālikin raelep)** *(afternoon)*
		mǫōñā ippān *eat with*	**ri-katak ro ad** *our investigators*		**ļalem** *five*			**(jota)** *(evening)*
			Bishop eo *the Bishop*		**jijino** *six*			
					joñoul juon *eleven*			**(boñ)** *(night)*
					joñoul ruo *twelve*			**(lukwōn boñ)** *(midnight)*

Ñāāt eo iien peptaij?
When is the baptism?

Roñoul minit jān kiiō.
20 minutes from now.

Jenaaj katak ippān būbū eņ ilo emān awa jimattan.
We'll study with that old lady at 4:30.

Jete awa iien jar?
What time is church?

Kiiō! E awa.
Now! It's time.

Ilo ratimjuon awa jibboñ.
At nine o'clock in the morning.

Function: Asking and answering questions of time, date, and location
Context: Daily Planning

Scenario

You are bringing an investigator to church. It is his first time attending a church meeting and he wants to know when church starts and ends.

1. Practice: Find a partner and one of you play the role of the investigator and ask the missionary what time church starts and ends. Try to schedule an appointment to teach him again by asking when he performs several activities during the day.

2. Re-practice: Switch roles and re-practice.

Additional Scenario(s)

Your companion forgot his planner and wants to know when you are performing several missionary tasks. One missionary will ask the other questions about when activities are planned for and the other will answer, referring to his planner.

What Kind?

Tōñal *Candy*	**rot** *type/kind*	**ennǫ** *is delicious*	**ippaɱ?** *with you (sing.)?*

Mo͘ñā *Food*	**rot*** *type/kind*	**ennǫ** *is delicious*	**ippa** *with me*
Al *Music*		**eɱɱan** *is good*	**ippaɱ** *with you (sing.)*
Ikkure *Sports*		**enana** *is bad*	**ippān** *with him / her /it*
Pija *Movies*		**elimo** *is fun / interesting*	**ippād** *with us (incl.)*
Kain *Kind*			**ippām** *with us (excl.)*
Jerbal *Work*			**ippāmi** *with you (pl.)*
			ippāer *with them*

Jerbal rot ŋe kwōj kōɱɱane?
What kind of work do you do?

Ij jerbal āinwōt juon ri-kaki.
I work as a teacher.

Armej rot eŋ enaaj bōk mour indeeo?
What type of person will receive eternal life?

Kain mo͘ñā rot kaŋ rej kōɱɱani?
What sorts of foods are they preparing?

Enana kōnnaan rot ŋe!
It's bad to talk like that!

Wa rot ŋe aɱ?
What kind of car do you have?

**Even though this word is spelled "rot" in the dictionary, it is usually pronounced more like "rōt."*

Function: Asking about and describing objects, people, and their characteristics
Context: Getting to Know People

Scenario

You are in the Loeak home at the request of the bishop. The Loeak's have been members of the Church for just about two years. Brother Loeak is an Elder and they both have callings. The bishop has asked you to visit them and become acquainted with them.

1. Practice: Working in fours, use the grammar principle and vocabulary of this lesson and any other grammar and vocabulary you may know up to this point. Practice with two missionaries taking the roles of Loeak family members and the other two as missionaries. Talk to the Loeak family about what they do for work and in their callings at Church.

2. Re-practice: Switch roles, rotate practice companions, and repeat the activity.

Additional Scenario(s)

Using this board display, get to know the other members of your district by asking them questions about their interests, hobbies, etc. Spend three minutes getting to know each missionary until you have talked to everyone in your district.

Directionals

	Kwō- *You (sing.)*	**maroñ** *can*	**ke** *question?*	**bōk-** *bring*	**tok** *toward me/us*	**jea** *chair*	**ko** *the (pl. object)*	**jān** *from*	**nabōj?** *outside?*
Aaet, *Yes,*	**I-** *I*	**naaj** *will*	**(ke)** *(question?)*	**bōk-** *bring*	**tok** *toward me / us*	**jea** *chair*	**eo** *the (sing.)*	**jān** *from*	**nabōj** *outside*
Jaab, *No,*	**Kwō-** *You (sing.)*	**maroñ** *can*		**le-** *give*	**wōj** *toward you*	**bok in al** *songbook*	**in** *this (sing.)*	**ñan** *to*	**ruuṃ an Primary** *Primary room*
Etke *Why*	**E-** *He / She / It*	**n** *should*		**jilkin-** *send*	**ļǫk** *toward he / she / it*	**ni** *coconut*	**ko** *the (pl. object)*		**ṃōn jar eo** *the church building*
Kōnke *Because*	**Je-** *We (incl.)*	**ban** *won't*		**jo-** *throw*		**nuknuk in jar** *church clothing*	**kein** *these (pl. object)*		**Buratōr _____** *Brother _____*
Ta eo *What*	**Kōm** *We (excl.)*					**kijū ṃōñā** *my food*			**Jijtō _____** *Sister_____*
	Komṃ *You (pl.)*					**peba** *paper*			**Bishop eo** *the Bishop*
	Re- *They*					**men** *thing*			**ṃweo imōn _____** *the home of _____*
						juon kōjeraaṃṃan *a blessing*			**eō** *me*

Jijtō Jones, jilkinļǫk peba kein ñan Bishop eo.
Sister Jones, send these papers to the Bishop.

Kwōmaroñ ke bōktok ni ko ñan ṃweo imṃō?
Can you bring the coconuts to my home?

Aaet, inaaj bōkļǫki.
Yes, I will take them.

Imaroñ lewōj juon kōjeraaṃṃan.
I can give you a blessing.

Elder Sherman, bōkļǫk bok in al kā ñan ṃōn jar eo.
Elder Sherman, take these songbooks to the church.

Imṃōṇōṇō in jipañ.
I'm happy to help.

These directionals are also used to form the words "itok" (come toward speaker), "iwōj" (go toward listener), and "ilǫk" (go toward someone/something else).

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Providing Service

Scenario

You are helping Sister Lautrok organize a Church activity. She needs items for singing, reading, and most importantly, eating.

1. Practice: One missionary will play the role of Sister Lautrok. Ask the missionaries to bring you things for the activity. Feel free to use any vocabulary you have learned up to this point.

2. Re-practice: Switch roles, each missionary taking a turn to ask for things.

Additional Scenario(s)

You and another Elder are trying to send a letter. Pick someone in the room and ask your companion to send the letter to that person.

Adverbs

E-	**mo̧kaj**		**an**	**ettōr.**
It is	*fast*		*his*	*run.*

Aaet, *Yes,*	**E-** *It is*	**mo̧kaj** *fast*	**(ke)** *(question?)*	**ettōr** *run*
Jaab, *No,*		**ļap** *big*		**emṃan** *good*
Akō, *But,*		**mo̧j** *finish*		**katak** *study*
		rumẉij *slow*		**kōnono** *speak*
		kajoor *power*		**jar** *pray*
		bwe wōt *enough*		**mo̧ñā** *eat*
		dik *little*		**kōbaatat** *smoke*
		jejjet *right*		**kadek** *get drunk*
				ukeļo̧k *repent*

aō *my / mine*
amo̧ *your / yours (sing.)*
an *his / hers / its*
ad *our / ours (incl.)*
am *our / ours (excl.)*
ami *your / yours (pl.)*
aer *their / theirs*

Eļap ke amo̧ katak Kajin Majeļ?
Do you study Marshallese a lot?

Ejab aolep iien, ak ebwe wōt aō katak.
Not all the time, but I study enough.

Eto aer kiki, kōnke raar alwōj pija boñ.
They've been sleeping for a while, because they watched a movie last night.

Eļap ke an kōbaatat?
Does he smoke a lot?

Aaet, ak edikļo̧k an kadek.
Yes, but he gets drunk less.

Ebōd ami kōmṃane.
You're (plural) doing it wrong.

Function: Asking about and describing actions and events
Context: Teaching the Word of Wisdom

Scenario

One of your investigators, Jimmy, is having trouble with the Word of Wisdom.

1. Practice: Take a couple of minutes to practice with your companion what you would say to Jimmy in order to help him identify the blessings of keeping the Word of Wisdom. Then get in groups of two, not necessarily with your own companion, and take turns teaching the other with one acting as Jimmy.

2. Re-practice: Switch roles and re-practice.

Additional Scenario(s)

You are having companionship inventory. Practice complimenting your companion on what he/she does well. Make sure to use the correct structure, as shown on the board display. For example, "Your Marshallese is good" would be translated as "Emm̧an am̧ kajin Mm̧aje̦" (adverb + possessive + noun).

Inalienable Nouns (People)

Ewōr	**juon**	**mo̧ōtta**	**me**	**ekōn̦aan je̦ļā kōn kabuñ eo.**
There is	*a*	*friend (my)*	*that*	*he wants to know about the Church.*

Ewōr *There is / are*	**(ke)** *question?*	**juon** *a*	**mo̧ōtt-** *friend*	**-a** *my*	**-ad / -am** *our (incl. / excl.)*	**me*** *which / that*	**e-** *he / she / it*	**kōn̦aan je̦ļā kōn kabuñ eo** *want to know about the church*
Ejje̦ļo̧k *There isn't / aren't*		**ro** *pl. people*	**jem-** *father*	**-amo̧** *your (sing.)*	**-ami** *your (pl.)*		**re-** *they*	**maroñ katakin** *can teach*
Ebooļ *There are many*				**-an** *his / hers*	**-aer** *their*		**je-** *we (incl.)*	**kōn̦aan roñjake ennaan in** *want to listen to this message*
Jete *How many*							**kōm** *we (excl.)*	**aikuj ennaan in** *needs this message*
							ej kab *he / she / it just*	**mo̧are** *marry*

jei- *older sibling*	**-ū** *my*	**-id / -im** *our (incl. / excl.)*
jat- *younger sibling*	**-imo̧** *your (sing.)*	**-imi** *your (pl.)*
	-in *his / hers*	**-ir** *their*

Ewōr ke ro mo̧ōttamo̧ me kōm maroñ katakin?
Do you have any friends that we can teach?

Aaet, ewōr juon mo̧ōtta ej kab mo̧are.
Yes, I have a friend who just got married.

Ejab, ejje̦ļo̧k ro mo̧ōtta.
No, I don't have any friends.

Jete ro jeimo̧ im jatūmo̧?
How many older and younger siblings do you have?

Ewōr ruo jeiū im ejje̦ļo̧k jatū.
I have two older siblings and no younger siblings.

Ewi jemamo̧?
Where's your father?

Refer to "Inalienable Noun & Possessive Classifier Stem Endings" in the Appendix for the different stem endings and the words associated with them.
**This word is optional. It makes a sentence gramatically complete. However, it is often omitted in common speech.*

Scenario

You and your companion are teaching the Message of the Restoration of the Gospel to a new investigator, Baby. During your discussion of how the Gospel blesses families, she responds to one of your questions by saying, “My family is the most important thing in my life.” You look around the room but don’t see any family pictures, so you decide to ask her about her family.

1. Practice: Pair up with another missionary. One of you assume the role of Baby, and the other assume the role of the missionary. As the missionary, ask Baby if she has: a spouse, children, brothers, and sisters. Then go on to ask how many children, brothers, and sisters she has. Ask her if any of them want to hear the lessons.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

While proselyting one day, you and your companion are invited into a new home. As soon as you enter, you see children of all ages running around. You see multiple elderly people and several adults sitting and talking. Talk to the young man who let you into the house, and using this scenario, sort out who all these people are and how they are all related to him. Also ask what their names are and how old they are. Ask the teacher for any additional vocabulary you will need.

Possessive Classifiers (Food & Drink)

	Kwō- *You (sing.)*		**kōŋaan** *want*	**ke** *question?*			**kijōmŋ** *your food*	**mŋōñā?** *food?*
Aaet, *Yes,*	**I-** *I*	**(jab)** *(don't)*	**kōŋaan** *want*	**(ke)** *(question?)*	**juon** *one*	**kij-** *food*	**-ō** *my*	**mŋōñā** *food*
Jaab, *No,*	**Kwō-** *You (sing.)*	**(n)** *(should)*	**letok** *give (me / us)*	**(jete)** *(how many?)*	**ruo** *two*	**lim-** *drink*	**-ōmŋ** *your (singular)*	**raij** *rice*
	E- *He / She / It*	**(aar)** *(past)*	**idaak** *drink*		**jilu** *three*		**-en** *his / hers / its*	**pilawā** *bread*
	Je- *We (incl.)*	**(naaj)** *(future)*	**bōk** *get*				**-ed** *our (inclusive)*	**mā** *breadfruit*
	Kōm- *We (excl.)*	**(ban)** *(won't)*					**-em** *our (exclusive)*	**aebōj** *water*
	Komŋ- *You (pl.)*	**(maroñ)** *(can)*					**-emi** *your (plural)*	**koļa** *soda*
	Re- *They*						**-eer** *their*	**ek** *fish*

Kwōkōŋaan ke kijōmŋ mŋōñā?
Do you want your food?

Aaet, ikōŋaan kijō mŋōñā.
Yes, I want my food.

Jaab, ijab kōŋaan kijō mŋōñā.
No, I don't want my food.

Jeban idaak limen ti.
We won't drink his / her tea.

Jete limōmŋ koļa? Letok juon?
How many sodas do you have? Can I have one?

Joļọk bōd, ak emaat. Emŋōj aō kōmaati.
Sorry, but it's all gone. I drank them all.

Function: Asking about and expressing possession and ownership
Context: Dinner Appointment

Scenario

You are invited to eat at the home of the Narruhn family, who recently moved into the ward. They have placed a lot of food and drinks on the table but you don't want to be rude and eat someone else's food.

1. Practice: With one missionary taking the role of the Narruhn family, use the board display to ask for and offer food and drink. Also, ask how much of a food item they want.

2. Re-practice: Switch roles and re-practice.

Additional Scenario(s)

In companionships, have missionaries practice using possessive classifiers by asking if different foods or drinks are theirs. Then practice responding by specifying who the food or drink belongs to. For example:

Missionary A: Kijōm̧ apple, ke?
Missionary B: Ejab kijō. Kijen Elder Jones.

Comparisons

Eļap *It's great (big)*	**-ļǫk** *more*	**an** *his / her*	**tōmak** *faith*	**jān** *than*	**mǫkta.** *before.*

Aaet,
Yes,

Jaab,
No,

Akō,
But,

Emṃan
It's good

Enana
It's bad

Eļap
It's great (big)

Edik
It's small

Ebwe
It's alright

Ejako
It's gone

-ļǫk*
more

aō
my

amṇ
your (sing.)

an
his / hers / its

ad
our (incl.)

am
our (excl.)

ami
your (pl.)

aer
their

tōmak
faith

riit
reading

pokake
obedience

itok im jar
come to church

jar
praying

meļeļe
understanding

kadek
drinking

kōbaatat
smoking

jān
than

mǫkta
before

inne
yesterday

wiik eo ļǫk
last week

allōñ eo ļǫk
last month

eo juon
the other one

ri-katak ro jet
other investigators

ke?
question?

Ej et an katak?
How is his studying?

Ebweļǫk jān mǫkta.
A little bit better than before.

Enana jān wiik eo ļǫk.
Worse than last week.

Ewi joñan an jeļā kajin Mąjeļ?
How much Marshallese does he know?

Ejeļāļǫk jān mijinede ro jet.
He knows more than other missionaries.

Imǫkade pājkōt jān kwe.
I'm better at basketball than you.

**Sometimes this word is left out because the word "jān" has an implied meaning of "better than" or "worse than" on its own.*

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Talking About Investigator Progress

Scenario

You're meeting with a member, Keith, who has been actively involved in missionary work. He mentioned at Church that a friend of his, Toki, who met with missionaries quite some time ago, has expressed interest as of late in learning more about the Church.

1. Practice: You will work in companionships according to the following roles:

Missionary A: You will play the role of the missionary.

- Ask Keith questions to try and understand the progress of his friend Toki. You may ask things about how he feels toward the Church, how much he is reading in the scriptures, etc., to try and get a sense of how you can start working with Toki.

Missionary B: You will play the role of the member, Keith.

- Answer the missionaries' questions as appropriate.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

You are meeting today with your ward mission leader, Bobson, to discuss the progress of a number of newer investigators. Once you have decided on who needs the most support, Bobson would like to try and get more members to be present at lessons with those investigators.

Discuss the progress of the following investigators and who is most in need of support from the ward:

a. Rose: Lately, she has been reading a lot more in the Book of Mormon and has been attending Church more often. However, she sometimes likes to argue in lessons.
b. Kevin: He's stopped smoking and drinking, but has a hard time with it. He hasn't been praying as frequently lately.
c. Jikko: He seems to be praying much more sincerely and seems close to receiving an answer to his prayers. He's doing all that the missionaries ask.

Comparative & Superlative (Better & Best)

Mour	**eo**	**amm̧**	**ej**	**emm̧an**	**-l̦o̦k**	**ñe**	**kwōj**		**ukel̦o̦k.**
Life	*the (sing.)*	*your (sing.)*	*it is*	*good*	*more*	*when (future)*	*you (sing.)*		*repent.*

Mour *Life*	**eo** *the (sing.)*	**aō** *my*	**ej** *it is*	**emm̧an** *good*	**-l̦o̦k** *more*	**ñe** *when (future)*	**ij** *I*	**(jab)** *(don't)*	**ukel̦o̦k** *repent*
Eñjake *Feeling*	**ko** *the (pl. objects)*	**amm̧** *your (sing.)*	**rej** *they are*	**ebwe** *okay*	**tata** *most*	**ke** *when (past)*	**kwōj** *you (sing.)*		**kōjparok kien ko** *keep the commandments*
Jetōb *Spirit*		**an** *his / hers / its*	**eaar** *it was*	**būromm̧ōj** *sad*		**kōnke** *because*	**ej** *he / she / it*		**jol̦o̦k bōd** *forgive*
Ļōmn̦ak *Thought*		**ad** *our (incl.)*	**raar** *they were*	**lañlōñ** *joy*			**jej** *we (incl.)*		**pokake ri-kanaan eo** *obey the prophet*
Kajoor *Strength*		**am** *our (excl.)*	**enaaj** *it will*	**nana** *bad*			**kōmij** *we (excl.)*		**kwal̦o̦k (amm̧) bōd** *confess (your) mistake*
		ami *your (pl.)*	**renaaj** *they will*	**kajoor** *strong*			**komm̧ij** *you (pl.)*		**ukōt mour eo amm̧** *change your life*
		aer *their*		**mm̧ōjn̦o̦** *weak*			**rej** *they*		**kile bōd ko** *recoginize sins / mistakes*
									niknik ñan jemm̧l̦o̦kin *endure to the end*

Jetōb ko ad rej mm̧ōjn̦o̦l̦o̦k ñe jejjab kōjparok kien ko.
Our spirits become weaker when we do not keep the commandments.

Kwōnaaj mm̧ōn̦ōn̦ōl̦o̦k ñe kwōj kōjparok kien erreo.
You will be happier when you keep the Law of Chastity.

Emm̧an tata aiboojoj in al̦ kōnke Anij epād ie.
The Celestial Kingdom is the best because God is there.

Anij ekajoor tata, im emaroñ jipañ eok.
God is all powerful, and He can help you.

Jodikdik ro rej bōt tata.
Teenagers are the most disobedient.

Eļapļo̦k ad aenōmm̧an ñe jej ukeļo̦k.
We have greater peace when we repent.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Teaching Repentance

Scenario

One of your recent converts is having doubts about his testimony. He does not know what he needs to do in order to receive an answer. Help him strengthen his testimony by sharing what you have done and its positive effects in your life.

1. Practice: One missionary take the role of the investigator. Using the board display as a guide, have the other missionary bear testimony about the positive effects of living the gospel in daily life.

2. Re-practice: Switch roles.

Additional Scenario(s)

You are training a new missionary in the field. Your companion tells you that he / she has been having a really hard time. Your companion asks you what you needed to do to more fully dedicate your thoughts to the work at the beginning of your mission. Give your companion advice as to what can help him / her overcome their trials and fully dedicate themselves to the work.

Number Suffixes

Kōm	**-ro**	**ej**		**etal**	**ñan mn̄ jar eo.**
Us (excl.)	*two*	*present*		*go*	*to the church.*

Aaet, *Yes,* **Jaab,** *No,*	**Kōm** *Us (excl.)* **Komn̄** *You (pl.)* **Kōj** *Us (incl.)* **Er** *Them*	**-ro** *two* **-jeel** *three* **-eañ** *four* **-wōj** *five or more*	**ej** *present* **ar** *past* **naaj** *future* **maroñ** *can* **ban** *won't*	**(jab)** *(not)*	**etal** *go* **jeje** *write* **kwaln̄k** *share* **jipañ** *help* **katak** *study* **kweiln̄k** *meet*	**ñan mn̄ jar eo** *to the church* **ñan mn̄weo imn̄ōn rikatak ro** *to the house of the investigators* **riboot ko** *reports* **naan in kamn̄ool** *testimony* **Jijtō** _____ *Sister* _____ **Būratōr** _____ *Brother* _____ **(ippān) rikatak ro** *(with) investigators* **ilo mn̄ōn kien** *government buiding*	**ke?** *question?*

Komn̄ro ej kōjañjañ ke?
The two of you play piano, right?

Erro ar jab iwōj im jar.
The two of them didn't go to the church.

Komn̄eañ itok im mn̄ōñā.
The four of you come and eat.

Kōmeañ naaj jipañ Būratōr Nelson.
The four of us will help Brother Nelson.

Kōjro ar katak ippān ri-katak ro ad.
The two of us met with our investigaors.

Kōmjeel naaj bar itok ilju.
The three of us will come back tomorrow.

Normally you conjugate pronouns based on their tense. In present tense, "kōm" would be "kōmij." However, when you add a number suffix, you still need to conjugate the pronoun by adding a tense marker after the number suffix. For example, "kōmij" would become "kōmro ej" for present tense.

Function: Asking and answering questions of quality, quantity, number and sequence
Context: Performing Missionary Tasks

Scenario

You are new to the area and you have been invited to Ward Council. The bishop says you can take a few minutes to get to know the members there and to follow up on the commitments that were left last meeting.

1. Practice: One missionary represent the Ward Council and the other the missionaries. Using the board display, tell the members of the Ward Council members what you and your companion did and ask them what they did. For example, tell them that you wrote your report and ask them to help visit investigators with you.

2. Re-practice: Switch roles.

Additional Scenario(s)

Put missionaries together into groups of either two, three, four, or five. Have the missionaries practice addressing other groups, as well as referring to their own group.

Appendix: Numbers, Days, Months, & Colors

Numbers	
0	**o̧o** (or jiro)
1	**juon**
2	**ruo**
3	**jilu**
4	**emān**
5	**ļalem**
6	**jijino** (or jiljino)
7	**jimjuon** (or jiljilimjuon)
8	**ralitōk** (or ruwalitōk)
9	**ratimjuon** (or ruwatimjuon)
10	**joñoul**
11	**joñoul juon**
12	**joñoul ruo**
13	**joñoul jilu**
14	**joñoul emān**
15	**joñoul ļalem**
16	**joñoul jijino** (or joñoul jiljino)
17	**joñoul jimjuon** (or joñoul jiljilimjuon)
18	**joñoul ralitōk** (or joñoul ruwalitōk)
19	**joñoul ratimjuon** (or joñoul ruwatimjuon)
20	**roñoul**
21	**roñoul juon**
30	**jilñuul**
40	**eñoul**
50	**lemñoul**
60	**jijinoñoul** (or jiljinoñoul)
70	**jimjuoñoul** (or jiljilimjuonñoul)
80	**ralitoñoul** (or ruwalitoñoul)
90	**ratimjuoñoul** (or ruwatimjuonñoul)
100	**jibukwi**
200	**rūbukwi**
300	**jilubukwi**
400	**eabukwi** (or ābukwi)
500	**limabukwi**
600	**jijinobukwi** (or jiljinobukwi)
700	**jimjuonbukwi** (or jiljilimjuonbukwi)
800	**ralitōkbuwki** (or ruwalitōkbukwi)
900	**ratimjuonbukwi** (or ruwatimjuonbukwi)
1,000	**juon to̧ujin**
10,000	**joñoul to̧ujin**
100,000	**jibukwi to̧ujin**
1,000,000	**juon milien**

Days of the Week	
Monday	**Mļande**
Tuesday	**Juje**
Wednesday	**Wōnje**
Thursday	**Taije**
Friday	**Bōļaide**
Saturday	**Jādede**
Sunday	**Jabōt**

Months of the Year	
January	**Jānwōde**
February	**Pāpode**
March	**Mļaaj**
April	**Eprōļ**
May	**Māe**
June	**Juun**
July	**Juļae**
August	**Ọkwōj**
September	**Jeptōmļba**
October	**Oktoba**
November	**Nobōmļba**
December	**Tijemļba**

Colors	
white	**mouj**
black	**kilmeej**
red	**būrōrō**
green	**maroro** (or kūriin)
blue	**būļu**
yellow	**iaļo**
orange	**oran** (or kio)
brown	**būrawūn** (or mo̧ōŋakŋak)
gray	**kūre**
pink	**piiñ**
purple (violet)	**piolōt**

The Books of the Old Testament (Kallimur Mokta)

Genesis	**Jenesis**
Exodus	**Exodus**
Leviticus	**Livitikōs**
Numbers	**Bōnbōn**
Deuteronomy	**Duteronomi**
Joshua	**Joshua**
Judges	**Ri Ekajet Ro**
Ruth	**Rut**
1 Samuel	**1 Samuel**
2 Samuel	**2 Samuel**
1 Kings	**1 Kiiñ Ro**
2 Kings	**2 Kiiñ Ro**
1 Chronicles	**1 Kronikel**
2 Chronicles	**2 Kronikel**
Ezra	**Ezra**
Nehemiah	**Nihimaia**
Esther	**Ester**
Job	**Job**
Psalms	**Sam Ko**
Proverbs	**Jabōn Kōnnaan Ko**
Ecclesiastes	**Ekklisiastis**
Song of Soloman	**Al Eo An Solomon**
Isaiah	**Aiseia**
Jeremiah	**Jeremaia**
Lamentations	**Liaajlo̧j**
Ezekiel	**Ezekiel**
Daniel	**Daniel**
Hosea	**Hoseia**
Joel	**Joel**
Amos	**Amos**
Obadiah	**Obedaia**
Jonah	**Jona**
Micah	**Maika**
Nahum	**Nahum**
Habakkuk	**Habakkuk**
Zephaniah	**Zepanaia**
Haggai	**Haggeai**
Zechariah	**Zekaraia**
Malachi	**Malakai**

The Books of the New Testament (Kallimur Ekāāl)

Matthew	**Matu**
Mark	**Mark**
Luke	**Luk**
John	**Jon**
Acts	**Jerbal**
Romans	**Rom**
1 Corinthians	**1 Korint**
2 Corinthians	**2 Korint**
Galatians	**Galetia**
Ephesians	**Epesōs**
Philippians	**Pilippai**
Colossians	**Kolosse**
1 Thessalonians	**1 Tessalonika**
2 Thessalonians	**2 Tessalonika**
1 Timothy	**1 Timote**
2 Timothy	**2 Timote**
Titus	**Taitōs**
Philemon	**Pailimōn**
Hebrews	**Hibru**
James	**Jemes**
1 Peter	**1 Piter**
2 Peter	**2 Piter**
1 John	**1 Jon**
2 John	**2 Jon**
3 John	**3 Jon**
Jude	**Jud**
Revelation	**Revelesōn**

The Books of the Book of Mormon (Bok in Mormon)

1 Nephi	**1 Nipai**
2 Nephi	**2 Nipai**
Jacob	**Jekab**
Enos	**Enos**
Jarom	**Jarom**
Omni	**Omnai**
Words of Mormon	**Naan Ko an Mormon**
Mosiah	**Mosaia**
Alma	**Alma**
Helaman	**Hilamōn**
3 Nephi	**3 Nipai**
4 Nephi	**4 Nipai**
Mormon	**Mormon**
Ether	**Ether**
Moroni	**Moronai**

Appendix: Summary of Pronouns & Tenses

Subject Pronouns	-j *(present)*	-ar *(past)*	-naaj *(future)*	-n *(should)*	-itōn *(near future)*	-maroñ *(can)*	-ban *(won't)*
i- *I*	**ij**	**iaar**	**inaaj**	**in**	**itōn**	**imaroñ**	**iban**
kwō- *you (singular)*	**kwōj**	**kwaar**	**kwōnaaj**	**kwōn**	**kwōtōn**	**kwōmaroñ**	**kwōban**
e- *he / she / it*	**ej**	**eaar**	**enaaj**	**en**	**eitōn**	**emaroñ**	**eban**
je- *we (inclusive)*	**jej**	**jaar**	**jenaaj**	**jen**	**jeitōn**	**jemaroñ**	**jeban**
kōm- *we (inclusive)*	**kōmij**	**kōmar**	**kōmnaaj**	**kōmin**	**kōmitōn**	**kōm maroñ**	**kōm ban**
komm̧- *you (plural)*	**komm̧ij**	**komm̧ar**	**komm̧naaj**	**komm̧in**	**komm̧itōn**	**komm̧ maroñ**	**komm̧ ban**
re- *they*	**rej**	**raar**	**renaaj**	**ren**	**reitōn**	**remaroñ**	**reban**

Absolute Pronouns	Object Pronouns
ña *me*	**eō** *me*
kwe *you (sing.)*	**eok** *you (sing.)*
e *him / her / it*	**e** *him / her / it*
kōj *us (incl.)*	**kōj** *us (incl.)*
kōm *us (excl.)*	**kōm** *us (excl.)*
komm̧ *you (pl.)*	**komm̧** *you (pl.)*
er *them*	**er** *them*

	aō *my*	**aṃ** *your (sing.)*	**an** *his / her / it*	**ad** *our (incl.)*	**am** *our (excl.)*	**ami** *your (pl.)*	**aer** *their*
jem- *father*	**jema**	**jemaṃ**	**jemān**	**jemād**	**jemām**	**jemāmi**	**jemāer**
jin- *mother*	**jinō**	**jinōṃ**	**jinen**	**jined**	**jinem**	**jinemi**	**jineer**
nej- *child*	**nejū**	**nejūṃ**	**nejin**	**nejid**	**nejim**	**nejimi**	**nejier**
jei- *older sibling*	**jeiū**	**jeiṃ**	**jein**	**jeid**	**jeim**	**jeimi**	**jeier**
jat- *younger sibling*	**jatū**	**jatūṃ**	**jatin**	**jatid**	**jatim**	**jatimi**	**jatier**
kij- *food*	**kijō**	**kijōṃ**	**kijen**	**kijed**	**kijem**	**kijemi**	**kijeer**
lim- *drink*	**limō**	**limōṃ**	**limen**	**limed**	**limem**	**limemi**	**limeer**
et- *name*	**eta**	**etaṃ**	**etan**	**etad**	**etam**	**etami**	**etaer**
bōr- *head*	**bōra**	**bōraṃ**	**bōran**	**bōrad**	**bōram**	**bōrami**	**bōraer**
ṃōtt- *friend*	**ṃōtta**	**ṃōttaṃ**	**ṃōttan**	**ṃōttad**	**ṃōttam**	**ṃōttami**	**ṃōttaer**
ipp- *with*	**ippa**	**ippaṃ**	**ippān**	**ippād**	**ippām**	**ippāmi**	**ippāer**

Appendix: Inalienable Noun & Possessive Classifier Stem Endings

	aa-stem	a-stem	ā-stem	i-stem	e-stem
my	**-aō**	**-a**	**-a**	**-ū**	**-ō**
your (singular)	**-aaṃ̧**	**-aṃ̧**	**-aṃ̧**	**-ūṃ̧**	**-ōṃ̧**
his / her / its	**-aan**	**-an**	**-ān**	**-in**	**-en**
our (inclusive)	**-aad**	**-ad**	**-ād**	**-id**	**-ed**
our (exclusive)	**-aam**	**-am**	**-ām**	**-im**	**-em**
your (plural)	**-aami**	**-ami**	**-āmi**	**-imi**	**-emi**
their	**-aaer**	**-aer**	**-āer**	**-ier**	**-eer**

Common Words that Conjugate According to Each Pattern				
aa-stem	**a-stem**	**ā-stem**	**i-stem**	**e-stem**
jiṃ̧m̧- *grandfather* **kōnwa-** *neck* **w-** *vehicle*	**et-** *name* **bōr-** *head* **m̧ōtt-** *friend* **jer-** *best friend*	**jem-** *father* **mej-** *eyes / face* **ipp-** *with*	**je-*** *older sibling* **jat-** *younger sibling* **nej-** *son / daughter* **pe-*** *hand / arm* **jik-** *place* **ānbwinn-** *body*	**jin-** *mother* **ne-*** *foot* **būru-*** *throat / heart* **kajji-*** *identity* **kij-** *food / cigarettes* **lim-** *drinks / medicine*

Remember, these stem endings are only used with special nouns. The general possessives (aō, aṃ̧, an, ad, am, ami, aer) are used in regular cases (i.e. bok eo aō).
**You may see some inconsistencies in the spelling of certain conjugations of these words. However, the changes are so minor that you will not need to worry about them.*

Noun + Demonstrative (Singular)	
Root Words	Correct Conjugation
emj + eo *house + the*	**mjweo** *the house*
emj + in *house + this (near both of us)*	**mjwiin** *this house (near both of us)*
emj + e *house + this (near me)*	**mjwe** *this house (near me)*
emj + ŋe *house + that (near you)*	**mjōŋe** *that house (near you)*
emj + eŋ *house + that (near neither of us)*	**mjweeŋ** *that house (near neither of us)*
emj + uweo *house + that (far away)*	**mjouweo** *that house (far away)*

Noun + Demonstrative (Plural)	
Root Words	Correct Conjugation
emj + ko *house + the (plural)*	**mjōko** *the houses*
emj + kein *house + these (near both of us)*	**mjōkein** *these houses (near both of us)*
emj + kā *house + these (near me)*	**mjōkā** *these houses (near me)*
emj + kaŋe *house + those (near you)*	**mjōkaŋe** *those houses (near you)*
emj + kaŋ *house + those (near neither of us)*	**mjōkaŋ** *those houses (near neither of us)*
emj + koko *house + those (far away)*	**mjōkoko** *those houses (far away)*

+

Possessive
imjō *my*
imjōmj *your (singular)*
imjōn *his / her / its*
imjōd *our (inclusive)*
imjōm *our (exclusive)*
imjōmi *your (plural)*
imjweer *their*

Example Sentences
Jen etal ñan mjweo imjō. *Let's go to my house.*
Ewi mjweo imjōn? *Where is his house?*
Rej aikuj kōkāāl mjōkein. *They need to fix up these houses (by us).*
Ña ij iwōj ñan mjōŋe. *I'm coming to the house (near you).*
Kwōn jamjbotok ñan mjwe. *You should stop by the house (near me).*
Bobby epād imjweeŋ imjōn. *Bobby is in his house (over there).*
Jete ri-mjwiin? *How many people are in this house (near us).*
Kwō lo ke mjouweo? *Do you see that house (far away)?*
Rej kiki imjōkaŋe, ke? *They live in those apartments by you, right?*
Komjin kōjparok mjōko imjōmi. *You all should take care of your houses.*
Emjman mjweo imjweer. *Their house is nice.*

ioon*	on
raan*	on top of, above
iumẏwin*	under, below
kapin*	at the bottom of
itulaḷin (ilaḷin)*	at the bottom of
itulōñin (ilōñin)*	at the top of, above
ioḷapin*	in the middle of
imẏaan*	in front of
ikōtaan*	between
ilowaan*	inside of
ālikin*	outside of
iturun*	next to
ipeḷaakin*	around
tōrerein*	alongside
ilo	in
kōn	for, about, with, through
jān	from, than
ilubwilijin*	among
ak, akō, bōtaab	but

**These words can be conjugated according to the stem endings laid out on the page entitled "Inalienable Noun & Possessive Classifier Stem Endings" in the Appendix.*

Sentence & Phrase Structures

Noun Phrase:
Noun + Demonstrative + (Possessive)
Example: Bok + eo + (aō)

Adverb Phrase:
Adverb + Possessive + Verb
Example: Emṃan + amṇ + jerbal

Subject Phrase:
(Noun Phrase) + Subject Pronoun + Tense
Example: (Mour eo aō) + e + naaj

Simple Sentence:
Subject + Verb + Object
Example: Ij + ṃōñā + bao

Past Perfect Tense Sentence:
Emṃōj + Possessive + Verb
Example: Emṃōj + aō + katak

"How" Questions:
Ewi wāween + Possessive + Verb
or Eḷmān
or Ekōjkan
Example: Ewi wāween + amṇ + jar

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